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ABSTRACT

An exploratory study was conducted to investigate the impact of health state on academic achievement, attrition, and quality of life satisfaction in a population of students at Bridgewater State College (Massachusetts). The study also explored the impact of specific health factors such as alienation, stress, and general physical/emotional health state on a given population at the college. Data were collected between May 1984 and September 1984 in a quality of life survey distributed to a randomly selected group of 575 graduate and undergraduate students. Analyses were conducted on data from the 43% of survey recipients who responded. Analysis of variance revealed that maturity alone had significant effects on health-related quality of life issues with younger students being more likely to fail academically and reporting more life pressures than older students. Female offspring of college-educated mothers showed significantly less academic achievement that those of high school educated mothers. A Chi square test of significance of data revealed that both recreational drug use and alcohol use patterns had a significant negative impact on health, reported stress levels, and academic achievement. Recommendations for further study as well as for specific interventions are presented on the basis of the findings. Included in the appendices, beside the survey instrument, is an annotated bibliography/reference list containing over 200 citations. (Author/NB)

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ED296195

CAMPUS HEALTH AND ITS IMPLICATIONS FOR QUALITY OF LIFE FOR BRIDGEWATER STATE COLLEGE STUDENTS

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A study partially funded by
Bridgewater State College Alumni
Association based on data collected
in a random survey of full time
Bridgewater State College students
May-September, 1984

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Report completed June 30, 1986

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TABLE OF CONTENTS

Page

Abstract i
Forward: Purpose of Study . . . . . ii, 1
Acknowledgements 2
Glossary - Definition of Terms 4
Introduction: Significance of Problem 8
Parameters of Study: Limitations/Delimitations 10
  Review of Literature
  Theoretical Framework
  Operational Definitions
Methodology 22
Significant Findings and Trends 25
  Undergraduate Students
Significant Findings Comparing Graduate Students and Undergraduates . . . 32
Summary and Conclusions 34
Review of the Literature: University of Massachusetts-Amherst 37
  Site Visit and Literature Pertaining to Effective Interventions
Recommendations: 41
  For Further Study
  Specific Interventions
  For Health Promotion Center
  For Faculty Student Collaboration on Health Promotion Activities
  For Funding of Student Organization Outreach Projects
  For Health Promotion/Student Health Services Collaboration
  For Use or Revival of Existing Programs
  For Dissemination of Fundings

List of Figures:
  Figure 1,1A - Demographic Profile Undergraduate Respondents 46, 47
  Bridgewater State College Quality of Life Study
  Figure 2,2A - Demographic Profile Graduate Respondents 48, 49
  Bridgewater State College Quality of Life Study

List of Tables:
  Table 1: Selected Findings Frequencies of Responses - Undergraduate
  Table 2: Selected Findings Frequencies of Responses - Graduates
  Table 3: Item Total Correlations and Coefficient Alpha Health Scale
  Table 4: Item Total Correlations and Coefficient Alpha Stress Scale
  Table 5: Item Total Correlations and Coefficient Alpha Alienation Scale
  Table 6: Breakdown of Stress Scale - Undergraduates
  Table 7: Breakdown of Health Scale - Undergraduates
  Table 8: Relationship of GPA to Recreational Drug Use
  Table 8A: Relationship of Full Time Student Status to Recreational Drug Use
  Table 8B: Relationship of Reported Coping Skills to Recreational Drug Use
  Table 8C: Breakdown Age/Recreational Drug Use - Undergraduates
  Table 8D: Breakdown Health Scale: Undergraduates Reported Recreational Drug Use
  Table 9: Frequencies of Response: Alcohol Undergraduate Related Questions
  Table 10: Frequencies of Response: Alcohol Graduate Related Questions
  Table 11,11A: Breakdown Cum GPA, Stress Scale: Mother Educated Effects on Female Offspring
  Table 11B: Breakdown Stress Scale in Male Offspring College Educated Fathers
  Table 12: Relationship of Age to Academic Failure
  Table 12A: Relationship Mother's Level Education to Academic Failure
  Table 13: Breakdown Stress Scale, Alienation Scale, Health Scale: Graduates/Undergraduates

Table of Contents (Cont.)

Page

Bibliography-References 69-100

Appendices: Request for Proposal Funding Addressed to Bridgewater State College Alumni
Award of Funding: Bridgewater State College Alumni
Code Book: Campus Quality of Life Study

Vitas: Dr. Genevieve Fitzpatrick, Principal Investigator
Dr. John Houlihan, Computer Consultant

ABSTRACT

The primary purpose of this exploratory study is to investigate the impact of health state on academic achievement, attrition and quality of life satisfaction in a population of students located at Bridgewater State College. A further intent of the study is to explore the impact of specific health factors such as alienation, stress and general physical/emotional health state on a given population at this state college. The emphasis is on data collected between May 1984 and September 1984 in a quality of life survey distributed to a randomly selected group of 575 graduate and undergraduate students at Bridgewater State College. Data analysis focused on the 43% of survey recipients who responded.

It is concluded from analysis of variance that maturity alone has significant effects on health related quality of life issues with younger students more likely to fail academically and reporting more life pressures than older ones. Female offspring of college educated mothers show significantly less academic achievement than those of high school educated mothers. This and other findings about the relationship of mother's level of education to academic achievement are suggested topics for further study.

From the Chi square test of significance of data, it is concluded that both recreational drug use and alcohol use patterns among this state college population have a significant negative impact on health, reported stress levels and academic achievement.

Findings are used to make recommendations for further study as well as several specific interventions designed to address problems identified by the study.

FOREWARD

This exploratory study began in June, 1984 as a seminal effort in identification of health problems of Bridgewater State College students. This needs assessment was seen as a necessary preliminary to development of health programming on the campus. The initial reporting intent was merely to offer some percentage data on responses and posit possible programs to address needs so assessed. Several developments account for the present complexity of the study, all of which deserve mention at the outset of this report.

Methodology was such that the final survey form distributed to a randomly selected group of respondents insured a high degree of representative data. Because of careful follow up the returned questionnaires approached a very respectable 43% rate. Finally, since respondents completed a lengthy questionnaire, the data set was fa. richer and had greater possibilities than might be the case with a short, less detailed instrument.

While material resources were scarce, people resources were readily available. Two undergraduate students assisted with instrumentation, piloted the instrument and assisted with necessary revisions. Two graduate students assisted with the preliminary literature review and the specific bibliographic searches in respect to campus life issues across the nation and reports of the testing of effectiveness of specific interventions. The computer center staff assisted with randomization of survey respondents and mailing labels. The then Director of Institutional Research, Mr. Walsh, and Vice President David Deep assisted with needed input for instruments and data collection. Data was collected from May-September, 1984.

Some initial percentaging of data suggested that funding of data analysis and computer consultation might allow for complex data analysis and findings of interest to both faculty and administrators at the college.

In May of 1985 funding for computer analysis and data preparation was awarded by the alumni association of Bridgewater State College. Dr. Fitzpatrick donated her services as principal investigator. The ensuing report is the product of an intense year of data preparation and analysis. It is our feeling that we pushed the data to its limits, one of the more sanguine rewards of applied research.

Most commentary and certainly all interpretations of the data of this exploratory study will be on the cautious or conservative side. The limitations of the study are acknowledged early in the report, but the significance of the study is offered as a counterbalance to these. Dr. Fitzpatrick assumes full responsibility for the substance of the report and looks forward to the opportunity to fully discuss its implications with all interested faculty, administrators and alumni members.

Dr. Genevieve F. Fitzpatrick

Signed, Dr. Genevieve Fitzpatrick
May 31, 1986

90 7

STATEMENT OF PROBLEM/PURPOSE OF STUDY/LITERATURE REVIEW

Over the past decade both the published and unpublished materials relevant to campus life have focused on a number of social/health problems prevalent on the college and university campus. Several of the identified issues are related in some way to attrition rates, achievement levels and general satisfaction with the quality of life experienced by the college students. This study purports to look at the impact of health state on similar outcomes such as academic achievement and attrition from the college. Further, the study seeks to separate out specific health factors such as alienation, stress, general physical/emotional health state on a given population at Bridgewater State College. Sufficient data was collected to generate a demographic profile of the Bridgewater student at both the undergraduate and graduate level as well as to establish the need for early intervention programs to address specific problems which are related to the quality of life experience for the Bridgewater student. Two separate literature reviews were conducted to suggest theoretical frameworks for both the initial collection of data and the suggested remedies for problems which are found in the recommendation section of this report. The literature review which accounts for the study's theoretical framework will be first discussed After the study's findings and before the recommendations, the second review of the literature and the theoretical framework it suggests will be discussed. This separation of reviews is intended to place relevant literature as close to the portion of the study to which each is most pertinent.

ACKNOWLEDGEMENTS

Thanks are owed to individuals who contributed to the success of every phase of this study. The following undergraduate students provided needed assistance to the instrumentation and data collection phases: Catherine Fiander, Linda Pfeffer. Graduate students are largely responsible for an extensive literature review that encompasses both quality of life issues on college campuses in the United States, in general, as well as the literature pertinent to the effectiveness of specific therapeutic interventions to address these matters. The former was largely the contribution of Patricia O'Connell while the latter was the effort of Julie Chilton Ross who also assisted with the theoretical basis and "hands on" work of data analysis strategies. The successful completion of any such survey is largely dependent on the administrative support of the effort. In this respect we are fortunate indeed. Special thanks are due to Dr. Robert Dillman, Vice President of Academic Affairs; Vice President of Student Affairs, David Deep; Director of Institutional Research, Mr. Thomas Walsh; Director of Health Services, Mrs. Judy Deep, R.N.; Mr. Dennis Bicknell of the Program of Continuing Education and Graduate Education Division. To Mr. Philip Conroy, Director of Alumni Affairs and a faculty member at Bridgewater State College our warmest appreciation for his consistent accessibility, his willingness to engage in dialogue about the possible interpretations of some findings and his unflagging interest in this project because of its possible benefit to all our students. The Comment staff has been courteous and assistive in helping us to make good on our promise to publish findings. Kathy Crosson, M.P.H. extended many courtesies on a site visit to the UMass-Amherst campus taking time during the busy holiday season, 1985, to discuss at length possible adaptations of university health promotion programs to a college setting.

Dr. John Houlihan, statistician and computer consultant, has once again exceeded the funding allottment for his services and donated services far in excess of his monetary reward. Finally, the Alumni Association is reserved for a last salute of thanks. To support research on behalf of present students and future alumni is a reflection of the Bridgewater State College Alumni Association's high regard for quality of life and a learning environment that promotes excellence.

Since so many deserve mention, please be assured that all of you who helped but are not specifically mentioned in these acknowledgements, are warmly appreciated for your efforts.

Dr. Genevieve Fitzpatrick

GLOSSARY

It is customary to include in any research report a section entitled "Definition of Terms" wherein the investigator operationally defines variables of a study. This section is entitled a "glossary" to meet the needs of a presumably non research readership. Some of the conventional terminology of research is included in this glossary to allow for a more comprehensible reading of the report. Often comprehension of these terms is taken for granted so that researchers engage in a dialogue with each other rather than the larger interested public. Since these findings may appear in professional journals at a later date, the standard terminology of research is used throughout the report and definitions follow. A separate section on operational definitions will clarify how terms were defined for this particular study. Both glossary definitions and operational definitions are <u>not</u> alphabetized but appear in the order in which they appear in the text beginning with the foreward.

GLOSSARY OF TERMS

Needs assessment: A preliminary collection of information about a specific population. It is diagnostic in that it seeks to isolate important needs of a population to be specifically addressed by programs.

Random sample: (Also called probability sampling). The selection of a population for study so that every person in the larger population has an equal chance of selection. Other terms related to this one are:
generalizability and representativeness - that is if everyone has an equal chance to be selected then one could assume the information collected and findings would also apply to the entire population - in this case the entire population was 5,750 full time (at the time of selection) graduate and undergraduate BSC students and the sample selected was 575.
sampling frame procedures - the "frame" relates to the overall population to be studied and the units selected to study while the procedures relate to how the units to be observed are selected.

Data set: A collection of information pieces related to the study. Aggregate data only was reported to protect anonymity of respondents.

Methodology: All research techniques used to identify, collect and analyze data relevant to a study. Methodology always follows the rules of systematic inquiry and, hence, research. Strong theoretical underpinnings derived from published and unpublished works about the study's topic are essential to sound methodology.

Instrumentation: How one develops, as in this case, a questionnaire that is both valid and reliable.
Validity: do questions in the instrument accurately reflect the variable they are designed to reflect.
Variable: A characteristic that can vary from one situation to another (examples: age, sex, occupation).
Reliability: the instrument's stability (measurement's lack of variation over time) and equivalence (measurement generates same information when used simultaneously in different situations).

Literature review: A preliminary and ongoing search of the published/unpublished literature relative to the study's/investigation's topic. In this case literature of the 1970's and 1980's was reviewed in respect to campus health/quality of life and literature up through 1986 was reviewed in respect to effectiveness of interventions.

Interventions/treatments: Specific programs or approaches designed to impact on some social problem. These are at a minimum measurable and reports of effectiveness of such programs always involve some comparison among groups which is at the core of all research.

Data preparation: How information collected is handled to facilitate analysis. For this study - key punching of data on computer cards for processing was necessary. In addition, several categories of data were "collapsed" or combined in order to facilitate analysis.

Computer consultation: The computer consultant may serve on a limited basis such as when a consultant is engaged to develop a program and to run specified tests of hypotheses on a computer. Dr. Houlihan is an example of the computer consultant who enters the project at the theoretical point where a framework, or set of unifying concepts to direct the investigation, is developed. In this case, Dr. Houlihan was apprised of literature search findings and worked with the investigator to make best use of data which had been collected prior to analysis funding being secured. Selection and application of strategies for data analysis were the major responsibility of Dr. Houlihan who conferred on a regular basis with Dr. Fitzpatrick as data analysis proceeded.

Hypotheses: A statement of relationships which attempts to explain a given reality (for example, in this study, we will argue that maturity alone seems to account for changes in levels of perceived stress: the older you are, lower the score on a self-reported stress scale).

Statement of the problem: The statement of the problem customarily incorporates the literature review and conceptual framework of the study. The literature search has been previously defined. The conceptual framework of a study is the set of interrelated concepts that serve as a theoretical point of reference for the study. In this case, concepts related to health state, wellness, stress and coping and their relationship to quality of life are incorporated in the framework.

Statistical significance: This is the assurance that it is unlikely that an occurence could have happened by chance alone. The "p" or probability level of comparisons made among data is based on this derivation of probability theory. The usual "p" level in the social sciences is .05 - that is only 5 in 100 times could this phenomenon have happened by chance alone. The "p" level for this study is the conventional .05 (also called level of confidence). Since the study is exploratory in nature, trends were also important to identify. The level at which trends are evident for this study was selected as .10-.15. In words, where an occurence could have happened 10-15 times per 100, this was deemed to be a

trend in the data to be reported as a possibly significant pattern. One of the advantages of selecting out such trends is that possible important variables for future investigations are identified. It is important to note that this investigator does not accept the popular notion that statistical significance or statistical trends in data give absolute assurances of accuracy. Rather, these findings serve as a reference point for future studies. Applying logic to some findings, especially those that are not "statistically significant" may sometimes uncover information of greater importance than quantification alone provides.

INTRODUCTION: SIGNIFICANCE OF PROBLEM

Progress like all change inevitably has its costs. All social institutions are particularly vulnerable structures in a changing society. Since the early 1900's progress in the United States has been realized through the industrialization of the country which spawned the current high tech society. Research endeavors are often a reflection of social change and the pressures it engenders. It should be no surprise then that work life which is at the core of our major institutional arrangements has been increasingly scrutinized. Technology has allowed for a burgeoning economy, shorter work weeks and presumably a wide range of opportunities to live the "good life". Quality of life has assumed priority not only in the work place but in all major institutions such as medicine and education. Studies of quality of life have attempted to explain constructs such as "burnout", "alienation", level of emotional health and self esteem as outcomes of varying degrees of quality of life experience. As a major sector of our society, academic institutions have been similarly studied. General appraisals of the state of public education such as "A Nation at Risk" have pressed for solutions to problems ranging from illiteracy to lack of discipline. At the public college level, the approaches published in the literature of the past decade are singular in their focus. In words, a problem is isolated such as drugs, a study mounted to either conduct a survey of extent of drug use, explorations of a unidimensional nature are offered, and equally simplistic interventions are posited as the likely solutions to the problems. This study acknowledges that achievement, attrition and the social problems unique to any college at a given period of time are multidimensional and complex. Quality of life is seen as a generic, multidimensional variable that may provide explanations for the equally complex problems seen on any given higher education public

institution. Since quality of life is probably comprised of multiple factors, an attempt is made in this study to look at some of these in the light of their effects on achievement, attrition and other selected variables. Because this is a first attempt to generate demographic profiles of Bridgewater State College students and to isolate some of the more significant relationships that account for how students are incorporated into their college experience, the study is an exploratory one. It's major significance then is not so much that the data provide simplistic solutions but that they suggest systematic approaches to interventions that will ultimately enhance quality of life for all our students.

The recommendations of this study are for the long term and to suggest future studies that are perhaps more specific and complete and at least equally systematic in their thrust. The final significance of this study is that it provides a model for future investigations for looking at the unique features of campus life that in the end provide the most powerful explanations for the quality of life we would hope that our students might enjoy.

PARAMETERS OF STUDY: LIMITATIONS

This study is limited by two factors: the nature of an exploratory study and the problems of self-report.

As with all exploratory studies, the researcher did not collect data nor make inferences from the data set that were definitive. In words, health issues are identified as important foci for future studies, relationships among variables are explored to the extent that only tentative explanations for some phenomena are offered. Viewed within this limitation of the study, however, the aggregate data should be useful in identifying those health issues on the Bridgewater campus that are likely to impact quality of student life. At the least, then the study enables us to systematically target those problems that are high priority for early intervention and to argue for the necessity of early programs. Of importance is the sampling frame. The random sample drawn for the survey generated a representative group of survey respondents which brings legitimacy to the study's findings. Despite the fact that respondents represented a highly motivated group, they do match the demographics of both graduate and undergraduate populations at the school.

A second limitation is the self-report bias inherent in any survey. Some of the more sensitive self-report information was cross checked. For example, respondents may inflate GPA's. All grade point averages were checked against student records and were accurately reported by respondents. Some items in the lengthy questionnaire served as validity checks as well. For example, in reviewing frequency of responses to some items, it was clear that those who responded affirmatively to one question on drinking behavior would have similar responses to related questions. These response percentages were consistent when compared to one another suggesting that self-report bias was minimal for this group of respondents. Nevertheless, in the area of self-

disclosure, probably the respondents to this study do represent an important bias. It could be argued that for the most part those who rank high in the area of self-disclosure comprise the respondent group. Of the population randomly selected as survey form recipients, the 43% who did respond are likely to fall into the grouping of the most motivated respondents.

PARAMETERS OF STUDY: DELIMITATIONS

Since this study was viewed as a seminal investigation of quality of life issues, that is one that is a modest beginning, the researcher chose to avoid intensive inquiry in favor of an overview of health factors related to overall academic achievement and attrition. The organizing framework of health state and level of wellness was another choice of the investigator. Thus, social arrangements beyond health were not included in the study. For example, clearly, the impact of politics defined as power, legitimacy and control issues impact strongly on the life of any state institution as does bureaucracy, level of trust, and information flow to name but a few organizational variables. While these are intriguing topics for future studies, available resources of time and funding precluded any such ambitious investigation.

In order to establish connectedness of the respondents to the study throughout the data analysis phase, a promise was made and kept to publish findings in columns in the Comment. To date, 2 columns which appear in the appendix to this report have been published. The final column summarizing findings will be submitted for publication in September, 1986.

To protect anonymity of the respondents and to show respect for the confidentiality of their self-reported data, the final analysis of data is reported in aggregate. No individual may be selected out for analysis. It is possible, even with randomization, that some unique characteristics of individuals who were in the responding group accounted for a percentage of the findings. It was the researcher's choice not to link data to individuals; therefore, it is not possible to ascertain to what extent this sampling bias exists. Finally, the demographic variables of race and ethnicity which may be important data to explain outcomes was not collected. Again, this was a

discretionary call of the investigator both due to the exploratory nature of the study and to encourage a high respondent rate. Future investigations should include this important demographic information.

LITERATURE REVIEW PERTINENT TO STUDY'S THEORETICAL FRAMEWORK

One of the primary purposes of this study is to assess the health needs of the total student population at Bridgewater State College in order to develop meaningful programs in health and fitness for the student body. A further intent is to explore the multidimensional nature of health status as it relates to student achievement, self esteem and connectedness to an academic setting and ultimately reasons for separating or remaining at a specific college or university.

A review of literature was conducted which attempted to provide a national profile of college students in regard to health related problems, problems of maturation which affect health and programs available on college campuses which deal with these issues. In general, as one might expect of such a complex issue, there are minimal explanations available in the literature. Most research focuses in on one aspect of health and the college student population. Health intrudes into all aspects of life and it is one of the researcher's suppositions that health problems may prove to be a partial explanation for attrition on college and university campuses.

Illegal drug use, alcohol abuse and smoking appear predominantly in the literature as health issues which confront college students. Gallop in 1979 states that 69% of the general population drink alcohol and other research suggest that drinking among young people is almost universal (Hill & Bugen, 1979; Kaplan, 1979). Alcohol and drug use among New England college students was reported as exceptionally prevalent with more than 95% of students currently using alcohol and 64% currently using other drugs (Wechsler, McFadden and Rohman, 1980). At the University of Maine in 1974, a survey found 71-96% of all students drank alcohol and heavy to moderate use was relatively common (Kazalunas, 1982; NIAAA, 1976).

At a New England college a sample of 195 undergraduate students took part in a longitudinal study to assess collegiate alcohol abuse. Preliminary results indicated that two factors were associated with alcohol abuse: academic tension and social tension. Students indicated that they drank to escape the pressure of scholastic work and grades (Hashway, Hesse, Nutile and Taylor, 1980). Alcohol related problems and college drinking patterns were studied by Hughes and Dodder (1983) and found the most significant single predictor of problem drinking was quantity and frequency of consumption with pre-college drinking also an important variable. Barnes and Welte (1983) found in a study of 7,700 students, that male students (20%) were twice as likely as female college students (15%) to be classified as heavy drinkers. They also found that white students (25%) are much more likely to be heavy drinkers than are black students (5%).

In a study at a mid-Western university, a random sample of 800 students were given questionnaires to measure drinking behavior, psychological involvement and accompanying consequences to alcohol use. The results showed that 72% of the students answering had alcohol problem scores (Kozicki, 1982).

The use of illegal drugs among college students is widely prevalent and involves a variety of substances (Clayton, 1979). It appears that the use of drugs increases during the college years (Levy, 1973; Rice, 1981). A comparison of high school and college students attitudes towards recreationally used drugs showed that there were no significant differences between the groups for alcohol and marijuana. The researchers suggested that this may reflect societal views regarding social acceptability and wide acceptance of marijuana and alcohol use (Minder, 1983). Harris (1969) states that marijuana usage has increased among college students.

It has been estimated that approximately 21 million college students

have smoked marijuana. Nicholi (1983) researched the adverse biological and psychological effects of marijuana use and its implications for college students and for those who work in the college community. The most significant effect was impairment of intellectual functioning, especially the negative effect of the drug on short term memory and learning.

There have been many contradictory studies regarding marijuana use among college students and academic performance. A number of studies indicate that marijuana users have lower grade point averages and that their educational aspirations are not as high as non-users (Brotman et al 1970; Dembo et al, 1976; Simon, 1974; Suchman, 1968; Stein, 1972). Contradicting these studies, many researchers have found no significant relationships between marijuana use and academic performance (Brill & Christie, 1974; Goode, 1971; Grossman et al, 1976; Hochman, 1972; Hochman & Brill, 1973; Johnson, 1973; Miranne, 1979; Toohey et al, 1982). Using a multivariate design, Mellinger et al (1976) analyzed the relationship between achievement and marijuana use. Dropping out of college was used as the one indication of achievement. Using regression analysis, the authors concluded that "there was no evidence that drug use (marijuana) has any relation to dropping out of school. That was independent of family background, relationships with parents in high school, and social values" (Mellinger, et al, 1976, p.54).

The relationship between drug use and academic performance was studied by Toohey et al (1982) and Field & Madigan (1974) and no significant relationship was found. Many other researchers have investigated drug use, behaviors, patterns and attitudes among college students (Levy & Rasher, 1981; Heritage, 1979; Toohey et al, 1978; Dezelsky et al, 1981; Hoffman et al, 1975; Romine, 1976; Stein, Kahn, 1972; Fuller, 1978; Kodman, 1983; Fuller, 1978).

Smoking behavior among college students over the past twenty years has

varied greatly. Reports range from 37% of both sexes of college students smoked in 1967 (Dilly, 1971) in their freshmen year as compared to 5% of the freshman in the class of 1977 (Gould & King, 1978).

Wechsler & Gottlieb (1979) studied smoking behavior among college students at New England colleges. The results showed that more women college students (44%) were smoking daily than men (32%). Reported health status for both men and women in this study was found to be inversely related to smoking. Excellent health was reported by 76% of the men who never smoked, compared to 9% who smoked daily. In the group of women who never smoked, 63% reported excellent health as compared to 16% who smoked daily. It has been showed that men and women show different smoking behavior patterns which suggest that they start, stop or continue for different reasons or beliefs (Page & Gold, 1983; Roberts, 1980). Gottlieb (1983) studied women from 4 New England colleges and found that coping with stress was an important motivation for women to continue to smoke. McKillip and Vierke (1980) found smoking status has been significantly related to alcohol and coffee consumption, self-described illness and usage of the campus health service for illness or injury. In this study, GPA was not found to be related to smoking behavior.

The various self inflicted health abuse issues of college students (alcohol, drugs and smoking) are accounted for by a number of intricate and interrelated factors. Problems of maturation can contribute to the college students' use or non-use of potentially damaging substances and their academic performance. Learning to cope with stress (Gottlieb, 1983), learning to evaluate consequences of one's action (Page, Gold, 1983), peer pressure (Mettlin, 1976), social acceptance versus alienation (Romaine, 1976; Hoffman et al, 1975) and dealing with family strains are all multidimensional issues which can affect health and academic achievement.

Life change, such as change of jobs or illness, have been associated with academic performance (Clinaid & Golden, 1973). Harris (1972) studied life change to academic performance among college freshmen. Using statistical analyses, Harris found that "excessive life change was detrimental to the academic performance of those freshmen participating in the study" (Harris, 1972, vii). It was also concluded that "among college freshmen, grade point average appeared to be inversely proportional to the amount of life change events which students have recently experienced"(Harris, 1972; 42).

Students who are commuters have special circumstances which have to be examined. In general, commuters are divided into two groups: undergraduates and graduates. Commuter lifestyles are different from the on-campus student resident (Foster, 1975; Peterson, 1975).

Weislogel (1977) investigated academic achievement between on-campus resident students and commuting students and found no significant differences in GPA's.

The preceding literature review as well as a subsequent one conducted prior to the final recommendations of this study suggest the prevalence of specific interrelated health issues among college students. Among these are variables included in the exploratory study instrument including: levels of stress reported by respondents, levels of alienation reported by respondents, reported health behaviors, reported use of alcohol and recreational drugs, achievement using attrition, failure and grade point average as indicators. Demographic data collected had been variously reported as connected to achievement including: age, sex, employment - number of hours employed, level of education of mother and father, residence (that is commuter population).

The theoretical framework derived from the literature review for the study follows:

1. Health state is multidimensional.
2. The complexity of health state is variously related to a number of measurable health behaviors.
3. Health behaviors frequently investigated in college populations include issues of stress and coping, human sexuality, drug use, alienation.
4. The many facets of health state are generally reported in the literature as highly correlated with the quality of life experienced by college/university students.
5. Any exploratory study of the impact of health behaviors on quality of life should take into consideration both national and local data related to demographic profiles of student populations as well as seeking to identify prevalent significant behaviors at a specific college campus.
6. The exploratory study thus generated should offer useful data for formulating early intervention programs designed to improve quality of life on the college campus and to ultimately effect higher retention rates than presently exist.

OPERATIONAL DEFINITIONS

The following definitions of terms reflect the operationalization (how in practical application terms are defined) of variables in this study.

Quality of life: This concept assumes that each of us has some specific criteria that describe the best possible conditions of living. Wellness is closely related to quality of life in that it is concerned with optimal functioning and creative adapting. Thus, various health state indicators have been selected as accurate indicators of quality of life on the Bridgewater State College campus. Among these are: degree of wellness as reflected by a health state scale, a stress and coping scale and an alienation scale. Some variables seem so connected to quality of life defined in this manner that these were also selected for analysis. The major one for this study is an analysis of the relationship of reported recreational drug use to other factors related to quality of life.

Achievement: The grade point average was used as the major indicator of academic success although its limitations are acknowledged for it is well known that some intellectually gifted individuals do not achieve high grade point averages for reasons as diverse as boredom, lack of a challenging classroom environment and lack of individualized instruction.

Alienation: Feelings of powerlessness, meaninglessness and social isolation associated with certain social relationships (for this study this was probably not the best construct for a scale-disconnectedness or social isolation would have been the better construct to measure).

Health: A state highly related to quality of life as defined for this study. Health is more than absence of disease and, at its highest level, means that one has attained a high level of wellness where there exists an

equilibrium or balance among psychosocial, spiritual, emotional and physical factors.

Assimilation: The process by which an ethnic culture is altered in important respects so as to conform to the dominant culture.

Stress and coping: Stress is defined as those external and internal factors that may disturb the equilibrium of individuals with the resultant crisis behavioral indicators of unhappiness/depression/anxiety. Coping refers to usual and customary strategies one uses to avert crisis or disequilibrium. When coping fails, crisis occurs.

Failure: For this study, Grade Point Average low enough to cause academic failure and separation from the school.

Achievement: For this study, a high enough GPA to maintain academic status that is not probationary. The achieving student is also considered the healthiest, the least alienated and best able to cope effectively.

Reinforcers: All those intangible and tangible events and things persons engage in behaviors to acquire (positive reinforcers) or escape and avoid (negative reinforcers). Peer pressure and acceptance often explains behaviors the young (18-20) college age student engages in.

METHODOLOGY

In early 1984, the study was conceived. After input from students, research associates, faculty and administrators, a survey instrument was developed. The instrument was piloted with 50 graduate and undergraduate students and revised on the basis of the pilot test. In May, 1984 the survey instrument was mailed to a randomly selected group of 575 graduate and undergraduate students. By September, 1984 the final responses were received and tabulated according to percentage responses. The final response rate was 43% equally apportioned among undergraduate classes and representative of full time graduate students. The Bridgewater State College Alumni Association funded the project for extensive data analysis in May, 1985. The main statistical tests employed for data analysis are the Chi Square and Analysis of Variance (ANOVA). The chi square test is used in the analysis of nominal variables and examines differences in expected and observed frequencies of a sample.

Analysis of variance is an exploratory test designed to detect evidence of differences among a set of group means. If there is sufficient evidence, the sizes of differences between various pairs of means is estimated. This test is appropriate to ordered (ordinal) or interval data where means can be computed. ANOVA tables in this study are reported where there are significant differences in means or where there are trends in the data worth noting. The significance level for this data set is the conventional p=.05 used in the social sciences. A "p" level of .10-.15 is considered a trend that should be noted.

Results of Data Analysis

The data analysis for this exploratory study begins with the generation of a demographic profile of undergraduate and graduate students (See Figures 1, 1A and 2, 2A). This demographic profile is comparable to the demographics of the current undergraduate population at Bridgewater State College. Sources of comparison included a personal communication with Dr. Jacqueline Madry-Taylor, Dean of Undergraduate Affairs, and an extensive demographic profile of undergraduate students presented at a March 6, 1985 meeting of the Bridgewater State College Chapter of AAUP. In general, the demographics are a good match. One notable exception is the attrition rate at the school. According to our calculations, approximately 200 students would have been on probation in the Spring 1984 semester. At the AAUP meeting, it was reported that 207 students were on probation in the Spring of 1984. Predictions about total attrition fell far short of the reported 576 total attrition figures for the Spring of 1984. Other demographics match the current profile of Bridgewater State College undergraduate students. For undergraduates this means that 70% of this population is employed, 80% of grade point averages fall in the 2.0-3.7 range, 8% participate in 3 or 4 student organizations with 61% reporting no participation; 80% of the population is in the 18-23 year age group. Students are predominantly single (86%) and female (63%).

On average graduate students are older, have higher incomes, higher grade point averages, take fewer courses, and more likely to be married and to be commuters than are undergraduate students.

The next step in data analysis was a tabulation of frequency of responses. Selected findings are presented in Tables 1 and 2. Both graduates and undergraduates requested discussion groups of some type for issues related

to Human Sexuality, Drug Use and Abuse and Stress/Coping. These requests mirror those life issues most extensively represented by published studies of college student populations. After reviewing the frequencies of response, several other data analysis strategies were implemented. Scales were constructed to reflect the constructs of stress, alienation and health. Reliability coefficients indicated these scales were internally consistent (See Tables 3,4,5 for items in scales as well as coefficient alpha). The scales of Stress, Health and Alienation were used in Analysis of Variance to determine the reliability of variables such as gender and age to the levels of stress, health and alienation. Significant findings for undergraduates will first be reported. Tables that detail the analysis will be referred to in the text that follows.

Significant findings and trends undergraduate students (Stress, alienation, health, recreational drug use and others)

Several trends are evident in data related to stress. In general, the younger the respondent, the higher the reported stress level; the lower the GPA, the higher the reported stress level. Married students report less stress than unmarried students, a finding supported by many published studies which suggest that marital status alone has a sanguine effect on various health matters. No trends or significant findings are discernible in analysis of alienation. It is clear, however, that several indirect measures of alienation do suggest the student population is relatively disconnected from campus life. For example, the majority of students are employed (77%), commuters (50%), or living off campus (22%) and report no affiliation with student organizations (61%).

The construct of alienation may have been a poor choice to reflect this lack of connection, since by definition, disconnection is only one aspect of alienation. The trend in data related to health is that married students tend to be healthier than unmarried. Students with the lower GPA's are significantly less healthy than those with higher GPA's. Younger students are significantly less healthy than older students among undergraduates (See Tables 6 and 7 for data on trends significant findings health, stress).

An item in the Likert Scale response was deliberatively worded to elicit valid responses in respect to use of illicit drugs. (These drugs were referred to as "recreational" and the item used the word "moderate" use implying to the respondent that he/she is in control of the drug rather than the converse). In addition, "recreational" drug examples were given as LSD, marijuana and cocaine so that if a respondent was using only one of these, it

would be difficult to sort out which one. Those who agreed with this statement were selected out and demographic data run on these respondents with the following results.

Of those who use recreational drugs, they report they cope significantly less capably than those non-recreational drug users. While there are several possible interpretations of these findings, a cautious one might be that those who are having difficulty coping see recreational drug use as a viable alternative for stress reduction. Moreover, those who report they do not cope well may, in fact, be dependent on recreational drugs as an important coping strategy.

The younger the respondent, the greater the reported use of recreational drugs. This, with other findings, suggests that some younger students are gradually assimilated into the culture on the college campus with recreational drug use serving as one vehicle (among many) for such assimilation. A cocaine use study conducted four years ago at Bridgewater State College showed the following trend - younger (age 17-20, 69%; age 21-24, 29%) students reported regular use of cocaine. In this study of approximately 273 respondents, 55.7% reported they never used cocaine and 44.3% reported they had used cocaine with 39% of these users stating they used cocaine 1-5x, 29.6% 5-15x, and 31.2% over 15 times (Note: this approximates the 28% figure of the alumni study which asked about "moderate use" of recreational drugs). In this 1983 study, men reported higher use rates than women and 63% of the entire population reported that friends at school use cocaine. This study's total data set will be available to Mr. Conroy, the Alumni Director, at his request. It is not appended to the current study report for two reasons. First, as an approximate referent for drug use, the study is weak - users are much more likely to self-select into such a study than non-users. Secondly, such data

sets are easily distorted and misinterpreted so are better made available on a limited basis. This latter study was not a random sample, however, and was conducted with self-selected students from all classes.

In 1986 a self-selected sample of 39 students were surveyed in respect to marijuana and alcohol use with the following results: The average age of first exposure to marijuana was 14.5 years old, 41% reported marijuana use at least 1x per week and 38% reported that peer pressure influenced marijuana use. Another significant finding in respect to recreational drug use is that the higher the GPA, the lower the number of students agreeing that they use drugs in moderation. As with the other significant findings, this is similar to the trend on all state college campuses because brightest students in the state college student population tend to be those who are very task oriented and do not risk drug use.

Respondents who scored highest on the health scale agree that they use recreational drugs significantly less than those who score lower. This finding is a common one in studies of drug usage among college students. That is, the healthiest students do not report consistent drug use patterns. Married members of the undergraduate respondent group report recreational drug use to a significantly lower degree than non-married members.

There are no significant differences between undergraduates (28%) and graduates (21%) reported recreational drug use. Undergraduates report a 28% rate of recreational drug use. It is possible that this would be a lower figure if one could control for marijuana use the most pervasively used drug in all undergraduate populations. A recent University of Michigan study noted a 17% use rate of cocaine in high school seniors. If high school figures are adequate predictions of college use, the 28% rate does have face validity.

Moreover, in July, 1986, University of Michigan reported a cocaine use rate of 30% in a random sample of college students. Of interest, is the close approximation of the 28% use reported by Bridgewater State College students.

The findings on recreational drug use were selected out for further analysis while the items on alcohol use were not since there is ample evidence that students at Bridgewater State College hold in common with other college students and the larger society the prevalent drinking patterns of the society. In general, it is clear that drinking below age 21 is prevalent, that many students display drinking behaviors that are unhealthy (that is drinking to excess) and that alcohol, the most socially accepted drug, will be a campus problem to be reckoned with for the foreseeable future (See Tables 8A, 8B, 8C, 8D, 9, 10 for computer analyses on recreational drug use and frequencies of response on alcohol related questions).

Other significant findings undergraduate students: relationship of parents' level of education to student GPA, and findings in respect to student failure

One of the significant findings of the study is that of an inverse relationship between daughter's GPA and mother's level of education. The higher the mother's level of education, the lower the daughter's grade point average. No such relationship exists in these data with respect to the father's level of education and the grade point average of male offspring. There is a trend in this analysis that may provide a clue to this finding. Higher levels of stress are reported by male offspring of college educated fathers (See Tables 11, 11A, 11B for breakdown of these variables) while significantly higher levels of stress are reported in female offspring of high school educated mothers (See Table 11A). A possible explanation for these findings is derived from societal expectations of men and women in this population. The higher levels of stress in male offspring of college educated fathers, males may signal competitiveness with their fathers. One might reason that women of this population of respondents are not encouraged to compete with or to emulate their highly educated mothers. In this analysis, a reasonable expectation would be that significantly higher stress levels would be seen in female offspring of high school educated mothers. The key to these findings may lie in the social class composition of our Bridgewater State College students. This population is comprised of individuals of working class or middle class parents and are often the first generation to attend school beyond high school. Prevailing societal expectations for females in this group are related to traditional notions of marriage and homemaking as primary roles with professional achievement and high levels of academic preparation, a lower priority. It is unlikely that respondents from highly

professionalized home environments with a career orientation for both parents would show these results. In words we may be seeing in these data the impact of female offspring of a specific social class placed in the position of exceeding societal expectations while female offspring of high school educated mothers are not. If we conducted a study at one of the elite private institutions of higher education, we would find a very different population of men and women and probably no significant relationship between levels of parent education and achievement of offspring. A conservative interpretation of these findings would be that while a relationship does appear to exist between parents' level of education, stress and achievement, that further intensive research is necessary before one can be definitive about its exact nature.

Academic Failure Findings

A separate analysis was conducted on the small group (8 students) of respondents who subsequently separated from the school due to academic failure. These data may be useful in future studies of larger numbers of Bridgewater State College students who leave school due to academic failure.

One of the purposes of this study is to explore the relationship between academic failure and a number of demographic variables. The following findings suggest some of the variables that are connected to academic failure. Eight respondents failed out of school after the survey was complete. Due to randomization, these 8 cases could represent approximately 80 individuals who might have separated from the school due to academic failure. In general, the younger the student, the greater the likelihood of their failing out of school to a statistically significant degree (See Table 12 for breakdown of ages). Six of these academic failures are in the 18-20 year age group. Another significant finding parallels a previous analysis of the impact of mother's

level of education on achievement. The higher the mother's level of education, the greater the likelihood of academic failure. It is important to note that this finding is not sex specific. Five males and three females are in the academic failure group so that this is an aggregate finding (See Table 12A).

There are trends in the data in respect to employment. In general, employment defined by number of hours employed has no significant effect on the failure rate. Four individuals reported no employment, two individuals reported 1-15 hours of employment, while 2 reported 16+ hours of employment. Both the significant findings and the trends deserve further investigation in a future study of employment and its effects on academic failure. On a campus where the majority of students are employed at least part time, the importance of effects of employment on academic achievement cannot be overlooked.

Significant findings when graduate students are compared to undergraduates

Since maturity alone might be related to some findings, the on average older (38 years) graduate students are compared to undergraduate students (22 years) in respect to health, stress, alienation, and reported drug use. Both significant findings and trends are reported as follows.

Graduates are significantly less stressed than undergraduates. Trends in the data show that graduates are less alienated and healthier than undergraduates. 63% of both graduate and undergraduate respondents disagree with the statement that they use recreational drugs in moderation. Reported agreement with this statement is also more comparable than alcohol use figures with approximately 28% of undergraduate and 21% graduates probable recreational drug users.

These and other findings derived from comparisons of graduate and undergraduate students do suggest that maturity alone provides a powerful explanation for stress, alienation and health findings while recreational drug use remains comparable between the 2 groups of respondents. It could be argued (as Humphreys, 1985 has done with alcohol use) that recreational drug use patterns are set at a pre-college age and reinforced by association with those who have similar use patterns at the college level. Thus, maturity would have little impact on drug use behavior (See Table 12 for computer analysis).

These data further suggest the importance of early intervention programs on any college campus. Younger students seem to have more problems than older ones which may be an indication of their vulnerability before becoming assimilated in the college subculture. High risk group work suggests that early intervention diminishes risks for some health problems because it takes

advantage of the target group's vulnerability and offers wellness options at a time of greatest responsiveness.

SUMMARY AND CONCLUSIONS

Findings in respect to undergraduate students include the effects of maturity on health related quality of life issues. Younger respondents are more likely to fail academically, to report higher levels of stress and to be less healthy than older students. The younger undergraduate population when compared to the older graduate population again show higher levels of stress and alienation and are generally less healthy than their older counterparts. Age is a rough indicator of maturity. It would seem from these data alone that early intervention programs are most likely to succeed with the younger (18-20 years) more vulnerable undergraduate students. The exact nature of such programs is addressed in the Recommendations section of this report.

A separate analysis was undertaken in respect to recreational and alcohol drug use. Again, it was suspected that maturity (age) or even experience alone might significantly effect drug use pattern. 28% of undergraduate and 21% of graduate students are probable recreational drug users. Use of alcohol in moderation is reported by 71% of graduate students and only 58% of undergraduate students. It is clear that for the undergraduate respondents reported recreational drug use is more comparable to that of graduates while alcohol use is not. There are two important issues of interpretation here. College students are more likely to abuse alcohol while undergraduates. This finding is a generally substantiated one from a number of studies of drinking behavior. It is theorized that excesses in use of the socially acceptable drug alcohol take place in the relatively protected campus life environment where peer support is considerable. Once one graduates to the realities of the workaday world, it becomes clear that employers have little tolerance for the decreased productivity and

irresponsibility engendered by heavy drinking. An additional moderating influence is the tendency for one to be less excessive in all habits as one matures. Thus, alcohol consumption for most will tend to moderate as they enter the work world. Another matter of importance is the effect of public education which has been a strong information force for close to ½ a century now in the United States due to early support groups such as Alcohol Anonymous. Recreational drug use compared to alcohol use patterns is in its infancy. Public information dating back to the classic public information film "Reefer Madness" has often been distorted and flies in the experience of many users. Moreover, balanced public information presentations are just now emerging at a time when cumulative evidence is mounting in respect to harmful effects of recreational drug use. Recommendations will incorporate these findings in suggested informational programs on the Bridgewater Stage College campus.

Other findings in respect to recreational drug use in undergraduates include the following. Those who use recreational drugs report they cope significantly less capably than those who are non-users so that they may, in fact, look to recreational drugs to reduce stress. Younger respondents report greater use of recreational drugs than older ones suggesting once again the importance of early intervention programs. The healthiest students (those who scored highest on the health scale) report significantly less use than those who score higher and this is a general finding in many comparable use populations.

One of the more interesting findings of the study is that undergraduate students who are female offspring of college educated mothers show significantly lower academic achievement than those who are offspring of high school educated mothers. There is no significant relationship between achievement

and being male offspring of college educated fathers. A theory of societal expectations has been offered as a possible explanation of this finding. Support groups for our generally first generation to attend college students are included in the Recommendations section of this report.

In examining data related to academic failure, a pattern emerges of younger students significantly more likely to fail than older ones. Mother's level of education is related to academic failure. The higher the mother's level of education, the greater the likelihood of failure. This is an aggregate finding that includes both males and females. The effects of employment on academic failure are not significant.

Recommendations will take into consideration these findings especially in respect to suggestions for support for female students as well as further study of the effects of employment on academic achievement. A final note is that respondents requested help with the same problems that are reflected in any literature review pertaining to college populations. It is clear that human sexuality issues, drug/alcohol problems and stress are the most often discussed and analyzed college population problems in the published literature. In this study, requests for help with health problems rank human sexuality issues, drug/alcohol problems and stress as the priority items. These needs will be addressed in the Recommendations.

The recommendations of this study are derived from both a site visit to University of Massachusetts-Amherst, and an extensive review of literature pertaining to early intervention programs as well as other approaches to problems cited in the undergraduate population. This literature review follows.

LITERATURE REVIEW OF INTERVENTIONS/UMASS-AMHERST SITE VISIT

An extensive literature search was made in the area of campus health, using the ERIC data base. Over one hundred citations were listed, many as recent as 1983-1985. The articles were reviewed and items pertinent to the study were noted and listed on a separate bibliography sheet. These were categorized as follows: Health Promotion; Student Attrition; Drug and Alcohol Abuse; Stress and Burnout and First Generation College Students. In addition, a separate category for drug and alcohol abuse was added for articles which related abuse to GPA, attrition and/or stress and burnout. All publications reviewed related to specific intervention programs to consider in the Recommendations section pertinent of the study.

In the area of Health Promotion, a topic to this exploratory study, is student-run health centers on college campuses. Although there were half a dozen studies cited in which students played a part in running a health center, or counseling their peers, not one of these studies took place in the past five years. Despite apparent effectiveness of such programs, there appears to have been very little follow through in the area of student designed health centers. This suggests a lack of funding sources. However, the evidence suggests that, given proper funding, health promotion centers in which students have a major role would be highly successful. One study even suggests that peer counseling is more effective than counseling by professionals (See Martin et al, 1981).

Attrition, especially during the freshman year, is another concern of this study. Although most of the studies cited on attrition dealt with grade point averages as an attrition indicator, there were several that addressed ways in which attrition could be reduced. One suggested that "intrusive advising" could be used to prevent dropout, and another supported the idea

of extensive student services (Glennen et al, 1985; Keesaw, 1984). These kinds of services could well be provided at a student-run health promotion center. No studies were found that related student health, either mental or physical, to attrition rates.

A wide range of sources were cited for the drug and alcohol abuse category. Many were studies of drug/alcohol abuse programs - most of which appeared to have been of little or no benefit. The effect of drug or alcohol consumption on student achievement, GPA and dropout rate is in great dispute. Of the seven studies dealing specifically with drug use and GPA, four stated that there was a significant relationship between GPA and use of drugs while three found no such relationship. Of interest are the three studies that suggest drug use as a cause of alienation and suicidal thoughts. Perhaps this is something that could be part of a student-run health center. A more extensive review of the literature in the area of drug use and alienation should be pursued.

In December, 1985 a site visit was made to the University of Massachusetts student health center. Ms. Kathy Crosson provided a tour of the campus for the health promotion faculty and discussed at length possible applications of the university health promotion model to a college setting. It is important to note college health services are typically a crisis oriented setting. In words, clients present to health clinics on campus with some symptoms of illness. Such centers are usually overburdened with resources stretched to their limit. The health services provided to the Bridgewater State College student are of this type. While health education and promotion efforts are attempted, these are necessarily secondary to the acute care needs of a burgeoning student population such as we have at Bridgewater State College. Health promotion services are seen as distinct from the crisis care environment of a

student health services clinic. Health promotion is concerned with early intervention programs, health education for wellness activities, and identification of high risk populations so that specific support services may target these groups for assistance. In words, health promotion is a planned systematic process that allows for behavior change in a target population in such a way that health is enhanced and the risk of disability as well as disease is diminished. The key words here are "planned" and "systematic". Health promotion programs on the Bridgewater State College campus are neither planned nor systematic. It is hoped that data provided by this study will begin to engender some of the necessary needs assessment data crucial to planning. At this time, following through on Ms. Crosson's suggestions, it would seem a priority to survey what programs we do have in place and how these might be more systematically implemented. University of Massachusetts-Amherst has successfully integrated student interns into a wide range of health promotion activities. This has been a faculty generated interdisciplinary effort which we might emulate. Art and communications interns collaborate on the social marketing aspects of health promotion programs and are placed in satellite Health Maintenance Organizations as well as the university based health promotion crisis intervention facility. Hotlines are manned by students who receive educational credit for their efforts due to faculty generated training for the hotline experience. Public health and nursing student interns participate in drug education, nutrition and women's center activities with faculty support. Peer efforts, it has been noted, are usually more successful than others. There are bridges built between the crisis care setting and the health promotion setting so that the effort is one that is collaborative and interdisciplinary.

The Recommendation section of this report will suggest adaptations of

this model that could be implemented on the Bridgewater State College campus.

In sum, the sources found in this literature search support the idea of a health promotion center on a college campus. Peer counseling has been suggested as an extremely effective method of dealing with health problems of college students. Both physical and mental health issues can be part of a peer-run program, providing there is suitable expert faculty backup. The literature suggests that attrition rates can be reduced through intrusive advising and student support services. More research needs to be done in the area of GPA and drug use, although some studies suggest that there is a viable relationship. There is some evidence of drug use being a cause or a reaction to student alienation.

The Recommendations section will next address what the Bridgewater State College community might do to meet the needs suggested by this study. A more extensive literature search might be helpful in this area for further study.

RECOMMENDATIONS

Introduction

The recommendations which follow are arranged under 2 categories. The first is the customary group of recommendations pertaining to further study. It is hoped that the alumni association will seriously consider increased funding of such necessary future investigations. The second group of recommendations uses the study's findings to posit specific interventions necessary to impact on problems identified. Before reviewing these recommendations, the reader is cautioned to note the following. The Bridgewater State College undergraduate student population is very comparable to other state college populations. More importantly, problems identified are a reflection of problematics of the youth of the larger society. There is nothing extraordinary in these data if one is an observer of current American lifestyles - a TV viewer, a newspaper or magazine reader. The problems of our youth clearly center around human sexuality, drug and alcohol abuse, crisis and stress, achievement at school and at work. It should be no surprise then that an investigation centered on a youthful population at a state college has suggested that they labor under the same pressures as their counterparts. What is extraordinary is that an alumni association cares enough about their students that a study such as this was funded. Recommendations at best are brief, concise, value neutral and objective. This is why this commentary must necessarily precede the recommendations.

Recommendations

Recommendations for further study. The need for several specific investigations are suggested by these data as follows:

1) The extent of alcohol abuse on the Bridgewater State College campus, its relationship to achievement and emotional health

2) The extent of recreational drug use and the specific variables to which such use is related

3) Specific problems experienced and interventions needed by students who are the first generation to attend college

4) Who are the role models for this student population and what is their relationship to student achievement?

5) An intensive investigation of quality of life issues for commuters in a college population

6) An intensive investigation of reasons for attrition beyond academic failure

7) The long term impact of the freshman advising center on academic failure and other attrition rates at the school

8) The role ethnicity and race plays in success at Bridgewater State College

9) The extent of learning disabilities in the student population and identification of students at risk for academic failure due to such disabilities

10) An analysis of the youth subculture on the Bridgewater campus and the process of assimilation of freshman and transfer students into this dominant group

11) The effects of bureaucratic structure of a state institution on student success

12) Organizational obstacles to student success at the Bridgewater State College campus

13) An investigation of the effects of employment on undergraduate achievement.

Specific intervention recommendations are:

1) That funding be sought for a health promotion center that services Bridgewater State College students and faculty and incorporates outreach programs to the larger local community. This center should have Research, Service, Education and Outreach components. Interested faculty regardless of discipline should hold joint appointments to the center and to their academic discipline.

2) That faculty-student collaboration be encouraged by the Bridgewater State College administration by providing incentives for both groups. Possible areas of collaboration in health promotion should focus on faculty/ student creation of support groups and training of peer counselors to maintain such groups.

3) That student organizations (such as SGA) be funded for proposals that center on specific outreach projects designed to increase the connectedness of students to college life and to decrease their degree of social isolation.

4) That student services develop a leadership role in generating student/ faculty collaborative projects. These should be consistently available to students due to being legitimized as official entities under the direction of student services. Both faculty and student participants should be rewarded in some way not necessarily monetary for participation. Faculty and administrator union leadership are key to the success of such projects and must be incorporated in the early planning stages.

5) The findings of this study be disseminated as widely as possible to faculty, students, administrators and that the data set be placed on computer tape to be used by interested faculty and students in their scholarly activities.

6) That a joint committee of health promotion and student health services representatives be appointed as a steering body for all collaborative ventures in health promotion.

7) That the boundaries of separation among faculty, students and administrators be bridged to allow for regularly scheduled forums on quality of life matters of mutual interest to all groups.

8) That faculty scholarship be encouraged through funding of future studies suggested in Part I of these recommendations.

9) That the following programs that already exist be further supported and legitimized by the college administration. Some programs such as Project "Party" have been so reliant on enthusiastic leader or student volunteers that when the programs's leader leaves Bridgewater State College, the program becomes defunct. Among these programs are: Professors in the Dorms, Project "Party", The Women's Center.

10) That all academic departments be surveyed for interest in developing a wide range of student internships related to both health promotion and the specific interests of academic disciplines. Some coordination of all available health promotion internships under the direction of rotating coordinators from various academic disciplines would be helpful.

11) That the data of this study be used as a basis for early intervention programs. These data show that younger students are more vulnerable and likely to be most receptive to positive health promotion measures. Some course offerings at Bridgewater State College are clearly conduits for behavior change if offered early enough. HE 305/Drugs in Society is one such course. Students enrolled in this course are generally older upperclassmen. Repeated surveys of this group of enrollees reveals that there is little behavior change that takes place during the course. Students frankly admit that enrollment in this elective course is considered useful to more informed or cautious drug use behavior rather than to eliminate patterns of recreational drug use. It may be that if the course were made a 200 level one that the opportunity to change behavior from use to non-use would be enhanced. There are some 100 level courses (Health Science is an example) that have units related to major topics requested by survey respondents such as drug/alcohol use/human sexuality/stress and coping/overall fitness. Departments should be encouraged to develop proposals for integration of positive health messages about drugs, human sexuality, crisis and coping and health/fitness within their departmental curriculum committee.

12) That since there are some entities on campus that do serve a support group function, it would seem practical to strengthen these. The Women's Center has labored under scarce resources and limited funding. With better support the Women's Center could make further contributions in the areas of rape, crisis intervention, affirmative action issues, human sexuality education and referral. This is not the only such group but is offered as an example. There is a considerable body of research that indicates that support groups are weakened by a high level of dependence on volunteers. Bridgewater State College is encouraged to appoint coordinators to such programs and increase their funding.

13) That, if the health promotion major becomes a reality on the Bridgewater campus, that the faculty of this major be directed to generate a plan for a systematic health promotion intervention scheme that is campus wide, collaborative and generally supported by the college administration.

14) That successful award winning projects such as the freshman advising center generate longitudinal data that elaborates on the effects of intrusive advising on attrition and achievement. Such investigations should be funded by the college and take advantage of scholarly faculty's skills in research rather than looking to outside consultants.

Of great importance will be some elaboration on process that is not only if the program works, but what processes account for its successful impact.

Final Comment

At the outset of this study, it was noted that a topic as complex as quality of life cannot be investigated in a simplistic way. As might be expected, this modest investigation offers neither absolute answers nor definitive solutions in respect to the issues raised. Nevertheless, one of the more satisfying aspects of this two year long project is that our students are not so different from other state college populations and hold in common with them similar problems. More importantly, as one looks for support for our students, it is clear that Bridgewater State College is already providing many important resources linked to quality of life. Thus, recommendations have focused not so much on what we do not have in some form but on the potential benefit of expanding and strengthening what is in place. If one compares our population to other state colleges, it could be said we are a bit ahead of most and at least equal to others in respect to student life.

FIGURE 1

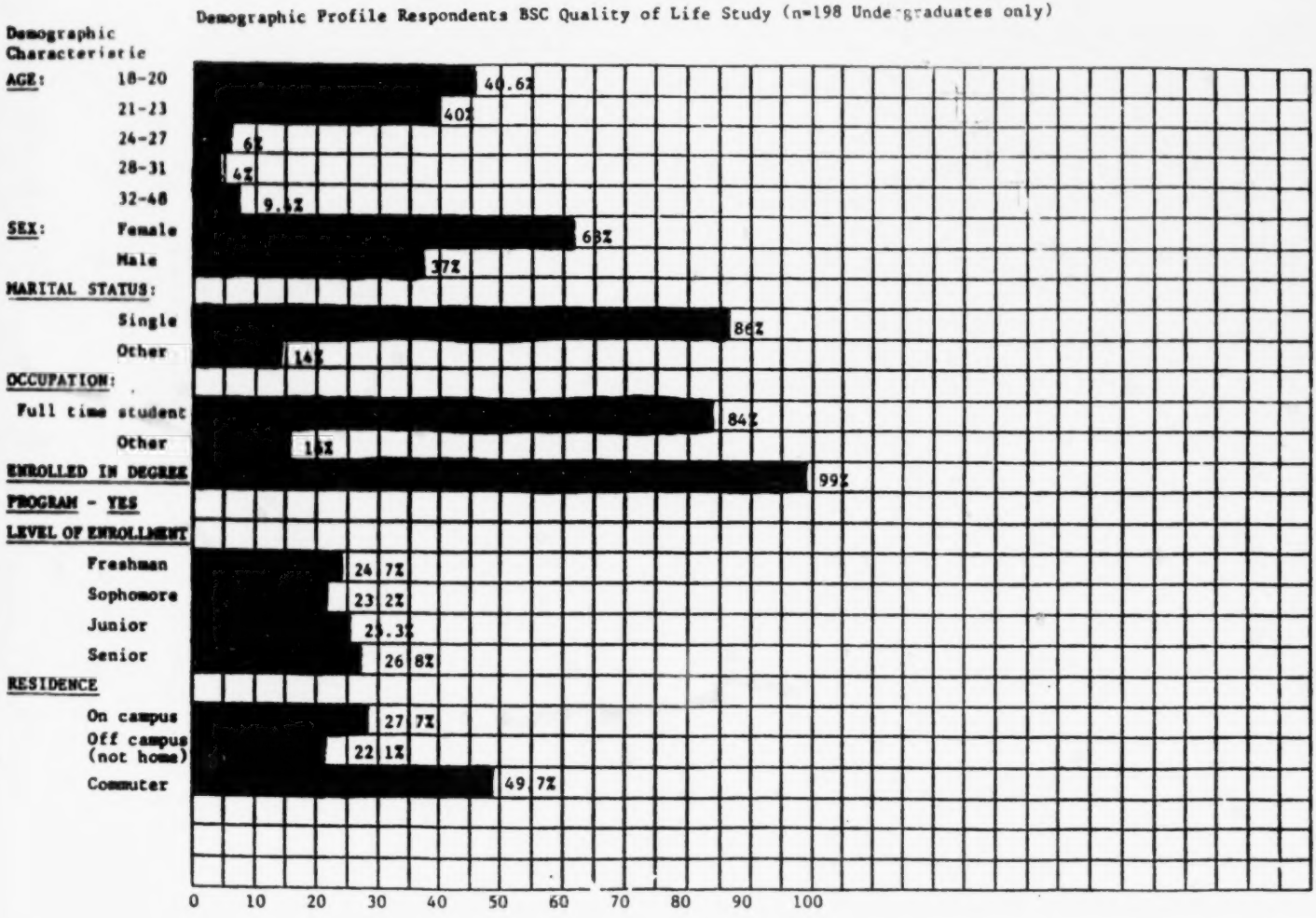
Demographic Profile Respondents BSC Quality of Life Study (n=198 Undergraduates only)
Demographic Characteristic
AGE: 18-20
21-23
24-27
28-31
32-48
SEX: Female
Male
MARITAL STATUS:
Single
Other
OCCUPATION:
Full time student
Other
ENROLLED IN DEGREE PROGRAM - YES
LEVEL OF ENROLLMENT
Freshman
Sophomore
Junior
Senior
RESIDENCE
On campus
Off campus (not home)
Commuter
40.6%
40%
6%
4%
9.6%
63%
37%
86%
14%
84%
16%
99%
24.7%
23.2%
25.3%
26.8%
27.7%
22.1%
49.7%
0
10
20
30
40
50
60
70
80
90
100

FIGURE 1A

Demographic Profile Respondents BSC Quality of Life Study (n=198 Undergraduates only) (Cont)

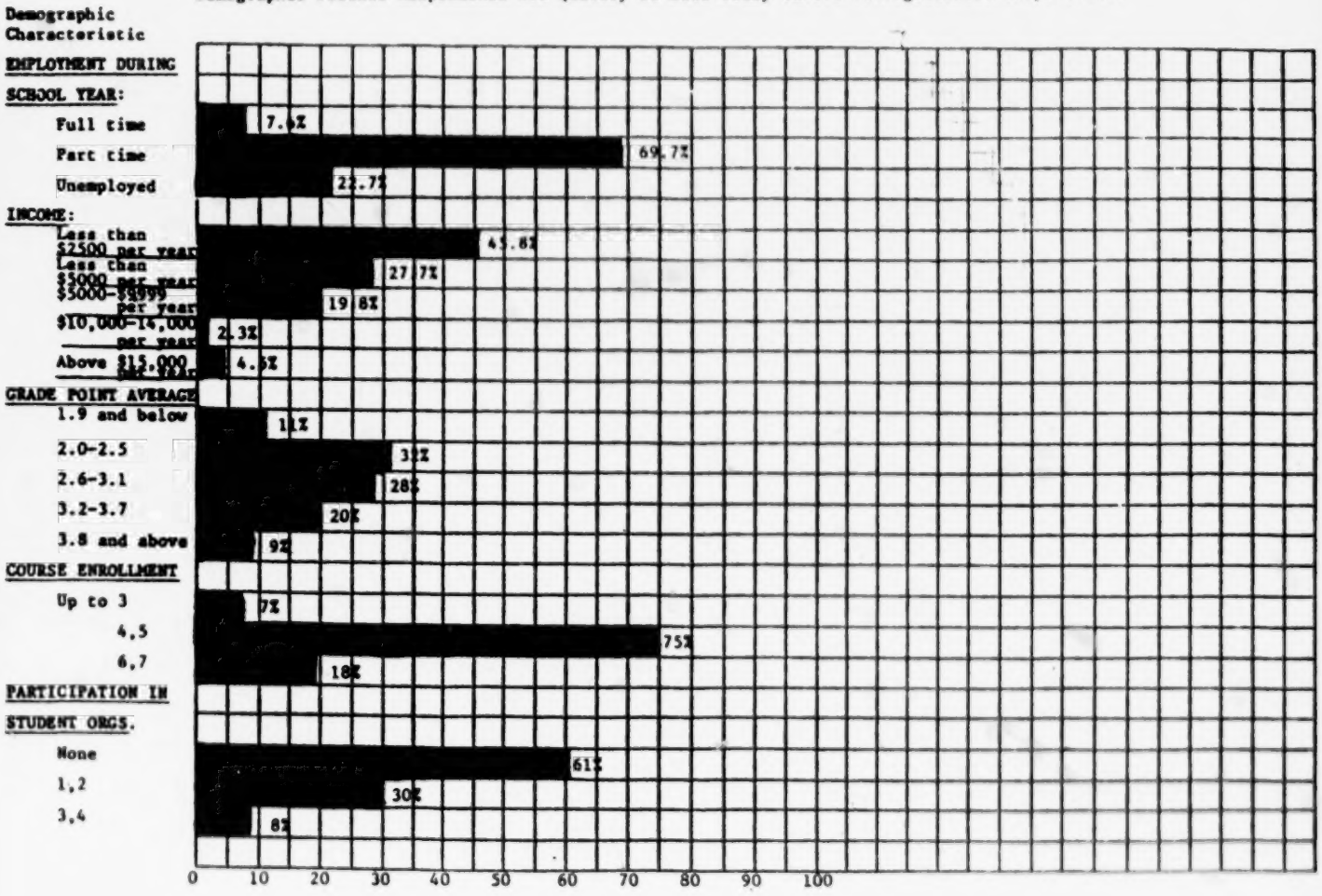

FIGURE 2

Demographic Profile Respondents BSC Quality of Life Study (n=41 Graduates only)

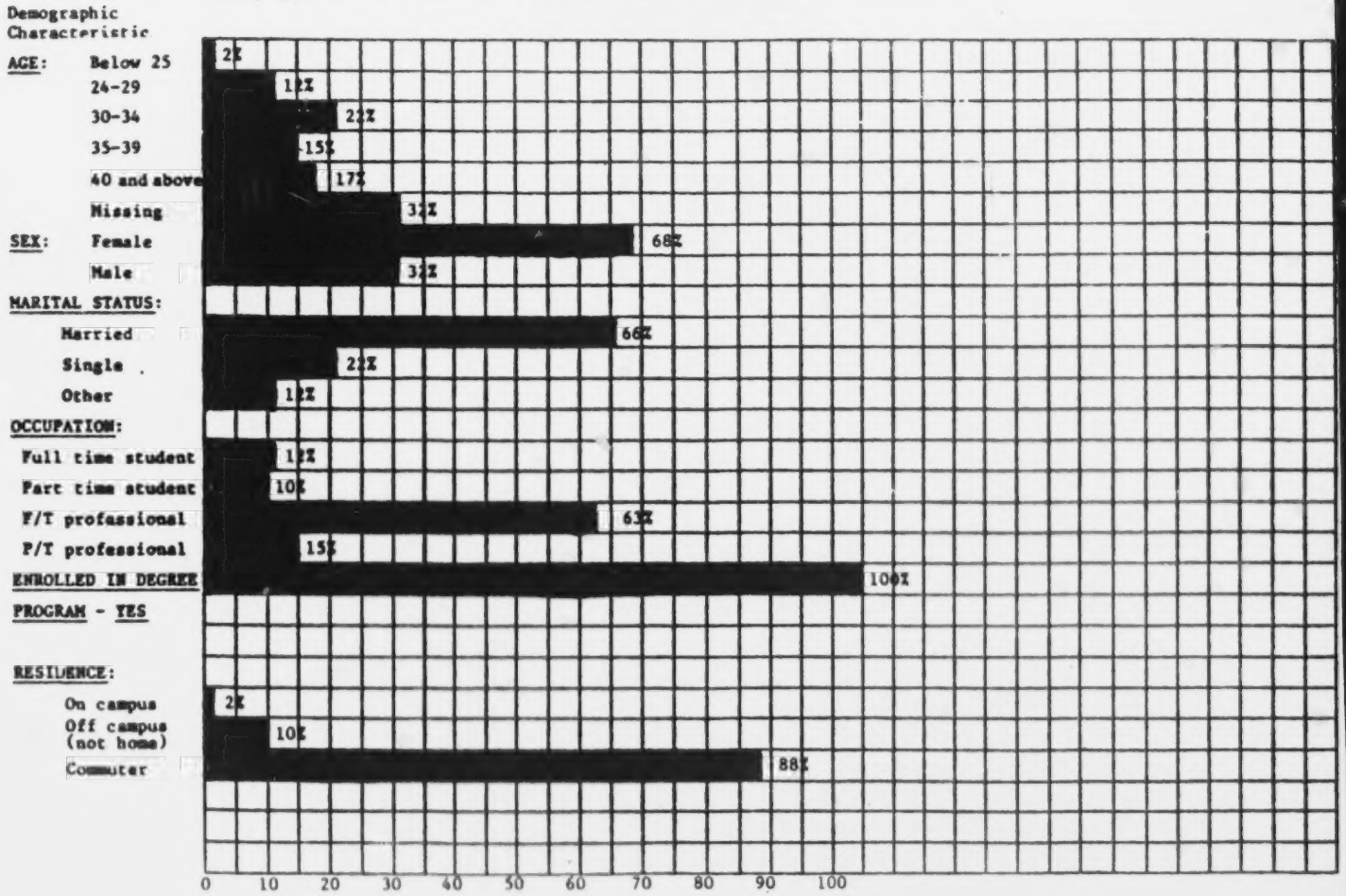

FIGURE 2A

Demographic Profile Respondents BSC Quality of Life Study (n=41 Graduates only)

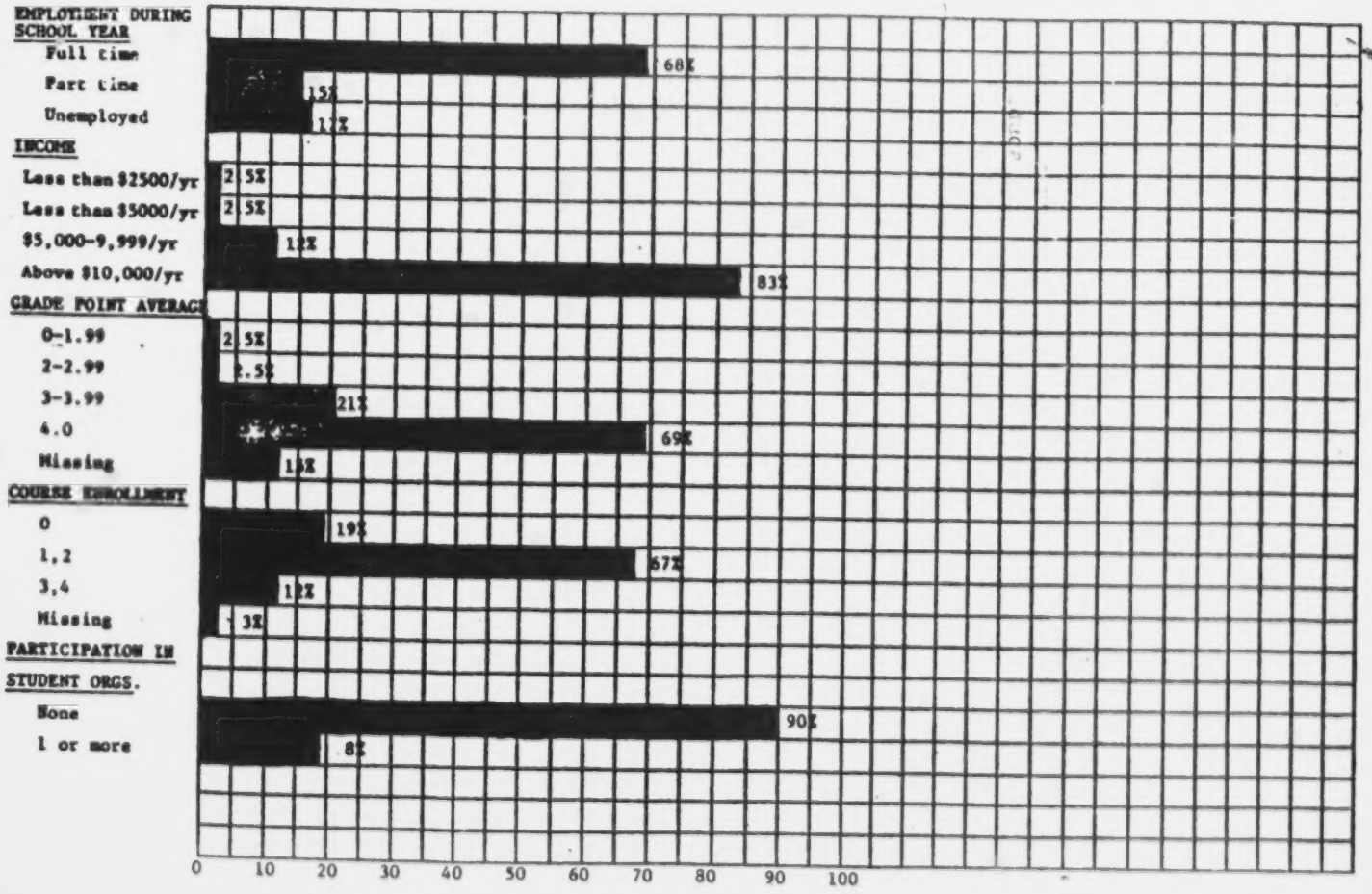

TABLE 1: SELECTED FINDINGS*

Frequencies of Responses Undergraduates
(n=198)

ITEM	RESPONSE
Highest level education - mother	8% College degree and above 12% Two year college degree 80% No college degree and below
Highest level education - father	(8% of 35% Two year college degree) 35% College degree and above 65% No college degree and below
Commuter interested in health discussion group	45% of commuters interested
Topics requested for discussion by commuters	Sexuality, fitness, drugs, emotional including stress/coping
Interested in 1-1 discussion health professional - topics requested	49% of total population interested. Sexuality, fitness, drugs, emotional including stress/coping
"I lead a healthy lifestyle"	76% agree with this statement
Definition healthy lifestyle	28% define as emotional and physical well being 56% as physical health only 2% as emotional health only 1% as absence of disease
Severe losses in last 6 months (including death in family)	42% of undergraduate respondents report such losses
"I never drink and drive"	36% agree with this statement

*Reported in this table are findings not reported elsewhere.

TABLE 2: SELECTED FINDINGS*

Frequencies of Responses Graduates
(n=41)

ITEM	RESPONSE
Highest level education: mother	15% College degree and above 3% Two year college 82% No college degree and below
Highest level education: father	22% College degree and above 5% Two year college 73% No college degree and below
Commuters interested in health discussion group	25% of commuters are interested
Topics requested for discussion by commuters	Sexuality, fitness, drugs, stress reduction
Interested in 1-1 discussion with health professional: topics requested	34% of total population interested in topics on sexuality, fitness, drugs, emotional/psych issues
"I lead a healthy lifestyle"	68% agree with this statement
Definition healthy lifestyle	56% define as emotional and physical well being 28% define as physical health only 6% define as emotional health only
Severe losses in last 6 months including death in family	19% of graduate responses report such losses
"I never drink and drive"	57% agree with this statement

*Reported in this table are findings not reported elsewhere.

TABLE 3

Item Total Correlations and Coefficient Alpha Health Scale

ITEM	CORRELATION* (n=164)
1. Adequate sleep	0.25
2. Diet nutritionally sound	0.41
3. Rarely depressed	0.29
4. Take advantage relaxation time	0.28
5. Use of recreational drugs	0.23
6. Never drink and drive	0.30
7. Never drink without eating	0.28
8. No weight problem	0.35
9. Saw doctor for routine checks only	0.23
Coefficient alpha	= 0.60

*Each correlation is between the item and total score minus the item.

Explanation Table 3

Table 3 presents internal consistency reliability information for scale used to approximate self reported health state of respondents. Included in the table are the correlations between each item and the total score as well as an overall index of internal consistency, coefficient alpha. All of the item total correlations are positive and coefficient alpha of 0.60 is considered satifactory for a 9 item scale (Nunnally, 1978).

Those with highest scores were deemed the healthiest.

TABLE 4

Item Total Correlations and Coefficient Alpha Stress Scale

ITEM	CORRELATION* (n=187)
1. Rarely trouble sleeping	0.29
2. Never cram for exams	0.16
3. Often difficulty concentrating	0.32
4. Cope effectively	0.40
5. Rarely difficulty solving problems	0.34
6. Family life a strain on school work	0.30
7. Crisis is opportunity	0.17
8. Difficulty coping with family/school responsibilities	0.47
Coefficient alpha = 0.61	

*Each correlation is between the item and total score minus the item.

Explanation Table 4

Table 4 presents internal consistency reliability information for scale used to approximate amount of stress and difficulty coping according to self reports of respondents. Included in the table are the correlations between each item and the total score as well as an overall index of internal consistency, coefficient alpha. All of the item total correlations are positive and coefficient alpha of 0.60 is considered satisfactory for an 8 item scale (Nunnally, 1978).

Those with highest scores were deemed the ones who were under most stress and coping least effectively.

TABLE 5

Item Total Correlations and Coefficient Alpha Alienation Scale

ITEM	CORRELATION* (n=196)
1. Generally an optimist	0.28
2. Not unhappy for prolonged periods	0.30
3. Have a positive self image	0.46
4. Get along well with others	0.45
Coefficient alpha	= 0.61

*Each correlation is between the item and total score minus the item.

Explanation Table 5

Table 5 presents internal consistency reliability information for scale used to approximate self reported degree of alienation of respondents. Included in this table are correlations between each item and the total score as well as an overall index of internal consistency, coefficient alpha. All of the item correlations are positive and coefficient alpha of 0.60 is considered satisfactory for a 4 item scale (Nunnally, 1978).

Those with highest scores were deemed the most alienated.

TABLE 6

Breakdown of Stress Scale: Undergraduates
(n=198)

Breakdown Variable	Entire Population Mean	Mean	F	P
Age: 18	21.8	22.6	2.4	<.12
19		22.8		(trend)
20		22.01		
21		22.17		
22		21.25		
23		21.31		
Marital Status				
Not married		22.05	3.3	<.07
Married		20.08		(trend)
Cumulative Grade Point Average	21.8			
0-1.95		23.6	3.03	<.09
2.0-2.5		21.7		(trend)
2.6-3.0		21.4		
3.1-4.0		20.7		

Explanation Table 6 (ANOVA Stress Scale)

The following trends are seen in the data. The younger the respondent the higher the stress level reported. Married respondents report lower stress levels than single ones. The lower the grade point average, the higher the reported stress levels.

TABLE 7

Breakdown of Health Scale: Undergraduates

Breakdown Variable	Entire Population Mean	Mean	F	P
Age: 18	32.16	29.31	1.25	<.05
19		30.6		
20		32.5		
21		32.36		
22		32.9		
23		32.5		
Marital Status	32.16			
Not married		31.9	3.10	<.08
Married		34.1		
Cumulative Grade Point Average				
0-1.95		30.0	8.6	<.003
2.0-2.5		31.6		
2.6-3.0		33.5		
3.1-4.0		33.5		

Explanation Table 7 (ANOVA Health Scale)

The following trend is noted. Married students tend to be healthier by self report than unmarried students. The following significant findings are reported. Younger students are significantly less healthy on self report than older ones. Respondents with lowest GPA's report they are significantly less healthy than those with higher GPA's.

TABLE 8

Relationship of GPA to Recreational Drug Use

DRUGS	1	2	3	4	Row Total
Agreed	9 50.0	37 38.9	4 6.8		50
Disagree	9 50.0	58 61.1	55 93.2	4 100	126
Column Total	18	95	59	4	(n=176)

Chi-square = 24.47
D.F. = 3
P = 0.000

Explanation Table 8

Those who agree with the statement that they use recreational drugs in moderation have significantly lower Grade Point Averages than those who disagree.

TABLE 8A

Relationship of Full Time Student Status to Recreational Drug Use

DRUGS	Occupation Other	Full Time Student	Row Total
Agree	7 17.5	43 31.6	50
Disagree	33 82.5	93 68.4	126
Column Total	40	136	(n=176)

Chi-square = 2.37
D.F. = 1
P = 0.12

Explanation Table 8A

There is a trend in the data that full time students report higher drug use than part time students.

TABLE 8B

Relationship of Reported Coping Skills to Recreational Drug Use

DRUGS	Agree	Disagree	Row Total
COPE	24 48.9	34 29.3	58
	25 51.1	82 70.1	107
Column Total	49	116	(n=165)

Chi-square = 5.01
D.F. = 1
P = 0.02

Explanation Table 8B

Reported drug use is significantly lower in those who report they cope effectively.

TABLE 8C

Breakdown/Age Recreational Drug Use: Undergraduates (n=176)

Breakdown Variable	Entire Population Mean	Mean	F	P
Age	21.1		3.4	<0.07
Agree use drugs		20.7		
Disagree use drugs		21.2		

Explanation: Table 8C

There is a trend in these data as follows. The older the undergraduate student, the less likely they report recreational drug use.

TABLE 8D

Breakdown Health Scale: Undergraduates' Reported Recreational Drug Use
(n=176 50 agree
126 disagree)

Scale	Breakdown Variable	Entire Population Mean	Mean	F	P
Health	Undergraduates who agree they use recreational drugs	32.24	27.9	54.6	.0000
	Undergraduates who disagree they use recreational drugs		33.9		

Explanation 8D

There were no significant findings in respect to stress and alienation. In respect to health undergraduates who score highest on the health scale are significantly more likely to be non-users of recreational drugs. In words, the healthiest undergraduates report they do not use recreational drugs.

TABLE 9

Frequencies of Response: Alcohol Related Questions Undergraduates (n=198)

ITEM	PERCENTAGE RESPONSE
Use alcohol moderately	58% agree 35% disagree 7% missing
Never drink and drive	58% agree 38% disagree 3% not applicable 1% missing
Can enjoy a party without alcohol	58% agree 35% disagree 6% not applicable 1% missing
Never drink without eating	50% disagree 44% agree 5% not applicable 1% missing

TABLE 10

Frequencies of Response Alcohol Related Questions Graduates

ITEM	PERCENTAGE RESPONSE
Use alcohol moderately	71% agree 22% disagree 7% missing
Never drink and drive	56% agree 42% disagree 2% missing
Can enjoy a party without alcohol	85% agree 12% disagree 3% missing
Never drink without eating	53% agree 37% disagree 17% not applicable 3% missing

TABLE 11

Breakdown Cum GPA (Mothers' Education Effects on Female Offspring)
(n=124)

Breakdown Variable	Total Population Mean	Mean	F	P
Mother education high school or less	2.37	2.47	4.36	<.04
Mother education college+		2.23		

TABLE 11A

Breakdown Stress Scale (Mothers' Education)
(n=124)

Breakdown Variable	Total Population Mean	Mean	F	P
Mother education high school or less	22.06	22.8	4.6	0.03
Mother education college+		21.03		

Explanation Tables 11, 11A

ANOVA mother level of education/father level of education effects.

Table 11 - Female offspring of college educated mothers have significantly lower GPA's than offspring of non-college educated mothers.

Table 11A- Female offspring of high school educated mothers show significantly more stress than offspring of college educated mothers.

TABLE 11B

Breakdown Stress Scale in Male Offspring College Educated Fathers

Breakdown Variable	Total Population Mean	Mean	F	P
Father high school educated or less	21.5	20.45	2.88	.0938
Father college educated+		22.46		

Explanation Table 11B

ANOVA stress scale/fathers' education level.

There are no significant findings in the analysis of variance of effects of fathers' education on male offspring.

Table 11B does show a reportable trend. Male offspring of college educated fathers tend to report higher levels of stress than offspring of non-college educated fathers. This could be interpreted as competitiveness or in terms of higher expectations of college educated fathers generating stress in their sons. See text of findings for further discussion.

TABLE 12

Relationship of Age to Academic Failure

AGE:		18	19	20	21	22	23	24	Row Total
Failed out of school	Yes	3 25.0	1 4.0	2 5.6			1 9.1	1 2.5	8
	No	9 75.0	24 96.0	34 94.4	29 100.0	31 100.0	10 90.9	39 97.5	176
	Column Total	12	25	36	29	31	11	40	(n=184)

Chi-square = 16.09
D.F. = 6
P = 0.0133

Explanation Table 12

For this group of respondents, younger students are significantly more likely to leave school for academic failure reasons than are older students. Younger students for this group are 20 and below.

TABLE 12A

Relationship of Mothers' Level of Education to Academic Failure

Level Education Mother

		Elementary School	High School	College No Degree	College Bachelors Degree	Row Total
Failed out of school since survey taken	Yes	[illegible]	1 1.0	4 10.3	3 11.1	8
	No	10 100.0	103 99.0	35 89.7	24 88.9	172
Column Total		10	104	39	27	(n=180)

Chi-square = 9.36
D.F. = 3
P = 0.02

Explanation Table 12A

Mothers of those who failed out of school after the survey was taken have significantly higher levels of education than mothers of those who remain. In words, the higher the level of education of the mother, the more likely the offspring will fail academically. Note that this finding due to the small sample size should be further investigated in future studies.

TABLE 13

Breakdown Stress Scale, Alienation Scale, Health Scale: Graduates/Undergraduates
(n=239 198 undergraduates
41 graduates)

Scale	Breakdown Variable	Entire Population Mean	Mean	F	P
Stress	Undergraduates	21.4	21.8	7.8	<.005
	Graduates		19.4		
Health	Undergraduates	32.4	32.1	2.7	<.10
	Graduates		33.7		
Alienation	Undergraduates	9.5	8.6	2.7	<.10
	Graduates		7.7		

Explanation Table 13: ANOVA Alienation, Health, Stress (Graduate/Undergraduate)

Graduate students report significantly less stress (and more effective coping) than undergraduates. Trends in the data follow. Graduates tend to be healthier and less alienated than undergraduates.

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The findings indicate a need for more volunteers as well as a pattern of successful programs using volunteers in the field of drug abuse.

Anderson, John W. "The Effects of Culture and Social Class on Client Preference for Counseling Methods", Journal of Non-White Concerns in Personnel and Guidance, (11)3, Apr. 1983, p.34-88.

Surveyed the preferences of 66 Black, White and Mexican-American College students for directive and nondirective counseling analogy to determine the impact of culture and social class in counseling. Results showed Blacks generally scored the two methods opposite their White and Mexican-American countertparts.

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Discusses common personal concerns of college teachers (i.e. time, money, reputation, significance and the future) as revealed in surveys and conferences. Views escape and disengagement as typical responses and a sense of community and gratitude as possible restoratives. Reports on a survey of master teachers' attitudes about community college teaching.

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2 p: questionnaire - distributed in college cafeteria - questions on health issues and past health education - found students lacked well rounded health education (56% part time students) - students interested in stress reduction and relaxation, self health care, 1st aid, LPR,VD, nutrition, mental health, holistic health - developed course - health maintenance through life cycle.

Barnes, Grace M. & Welte, John W. "Predictors of Alcohol Use Among College Students in New York State", V31, Feb. 1983, pp. 150-157.

Males (28%) twice as likely as females (15%) to be classified in heavy drinking category.

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Problem drinking occurs on college campuses. Attempts at early case finding by health professionals may prove valuable as a form of secondary prevention of a potentially serious illness, alcoholism. Early awareness of alcohol-related problems can lead to early referral for diagnosis and treatment.

Bensley, Loren B. "Health Risk Appraisals in Teaching Health Education in Colleges and Universities", Health Education, (12)6, Nov-Dec. 1981, p.31-33.

Health education at the college level has developed a variety of new curriculum approaches which emphasize behavior change. With the assumption that lifestyle contributes most to student health, a health course divided into four parts - diagnosis, prescription, action, and accountability - was developed. An attitude survey acted as an evaluation method for the course.

Billson, Janet Mancini; Terry, Margaret Brooks. "In Search of the Silken Purse: Factors in Attrition Among First Generation Students", College and University, (58)1, Fall, 1982, p.57-75.

A study in one private residential and one public commuter liberal arts college compared these characteristics in students whose parents had not attended college with those whose parents had: social integration, academic integration, external support, institutional context, satisfaction with college, role embracement, academic rewards and commitment to the institution.

Billson, Janet Mancini; Terry, Margaret Brooks. "In Search of the Silken Purse: Factors in Attrition Among First General Students" (Revised), Jan. 1982, p.39; Revision of a paper presented at the Annual Meeting of the Association of American Colleges (Denver, CO, Jan. 1981).

First generation students suffer from a lower level of structural integration since they are less likely to live on campus, be involved in campus organizations, meet or pursue their most important friendships on campus, or work on campus. As for academic integration, first generation students appear to have equally high aspirations regarding level of education they expect to attain, but those who withdraw are not as strongly convinced that college is the only or best route to life success. First generation students appear to have lower congruity between their values toward education and their parents' values, receive less support of all types from their parents; and have heavier job loads. These factors increase their vulnerability to attrition.

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Boren, Nona et al. "Community Based Settings for Training in Geriatric Medicine", Educational Gerontology, (8)6, Nov-Dec. 1982, p.585-595.

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Change, "New York Report Shows Two of Every Three Students Have Used Drugs". (13)5, Jul-Aug, 1981, p.48-49.

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Clinard, John W. "Life Change Events as Related to Self Reported Academic Job Performance". Psychological Reports, 33, 1973, pp.391-394.

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Presents available but incompatible national, state and institutional data regarding patterns and trends of enrollment/access, retention/attrition, and achievement/completion of Chicano students in community colleges and universities in Texas and California. Includes policy recommendations regarding the collection, analysis, and dissemination of data about Chicano students in higher education.

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To provide health education majors with high quality internships, a study was done to evaluate the internship experience in community health education. Results indicate that economic factors, such as the cost to the student, inhibit high-quality fieldwork experiences. Alternative methods of enriching the curriculum need to be developed in light of the worsening economic climate.

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Sample 50,000 college students in 1967 found 39% both sexes smoked.

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From the experience of the California State University, Northridge Freshman Cluster Program and other institutions' experiences, it is found that cluster students have been generally more persistent while in the cluster program, viewed the program as helpful in making and maintaining friendships, and performed at about the same level as noncluster students.

Enarson, Harold L. "Perspectives on College Health in the 80's: A President's View", Journal of the American College Health Association, 30(1), Aug. 1981, p.11-13.

College health services today have tahe responsibility for bringing a wide range of health education and medical, dental and mental health services to a changing population of college students. The history of student health is described, and recommendations are made for the efficient handling of acute problems by college health services.

Engs, Ruth C. "The Health Concerns of Students and the Implication for Implication for Alcohol Education Programming", Journal of Alcohol and Drug Education, 29(1), Fall, 1983, p.36-39. Paper presented at the Alcohol and Drug Problems Association of North America (August 30, 1982).

Determined the degree of concern students (n-429) have about a variety of health problems and issues which affect their physical, mental and social well-being. Compared the ranking of health items related to alcohol consumption with the leading mortality and morbidity problems of college students related to drinking.

Engs, Ruth E.; Decoster, David; McPheron, Phillip. "The Drinking Behavior of College Students and Cognitive Effects of a Voluntary Alcohol Education Program", NASPA Journal, 15(3) Winter, 1978, pp.59-63.

Reported drinking behavior formed alcohol education task force, developed alcohol awareness program for students.

Fair, George W. "Handicapped Students in Regular Vocational Education Impact on Class Interaction and Instructional Variables". Final Report, December, 1981. ED #234-183.

Instructors individualized instructions for handicapped students, 90% of teachers felt interactions between students positive.

Faulkenberry, James R.; Vincent, Murray L. "Adolescent Sexual Behavior". Health Education, 10(3), May-June, 1979, p.5-7.

Investigated sexual behaviors as well as contraceptive use and found many students didn't use birth control, found need for comprehensive family planning program.

Field, Timothy F.; Madigan, Mary. "Personality and Social Factors of College Students Involved in Drug Use", College Student Journal, Feb-Mar, 1974, 8(1):23-26.

Assessed and compared personality and social factors in drug use, including sex and academic performance, found no significant difference between groups on academic performance.

Filerman, Gary L. "Socioeconomic Trends and Strategies Planning for Health Services Education," Educational Record, 65(4), Fall, 1984, p.4-8.

If colleges and universities are to remain key providers of training in the health professions, they must undertake strategic planning to address the changing health care environment. The impetus for change is the broad national effort to control the escalating costs of health services.

Flanagan, Dan. "Research on Commuter Students from 1971-75", 1975. ED#105-782.

Review of literature.

Forrester, Kent. "Why Nothing Works", Teaching English in the Two Year College, 11(1), Oct. 1984, p.16-22.

Stresses that teaching writing is a very difficult task because of the problems in changing students' lifelong habits, their general lack of reading and summarizing skills, the intuitive nature of grammar use, and the lack of instruction in logical thinking.

Foster, Margaret E. et al. "A Comparison of Dependent Commuters, Independent Commuters and Resident Students", 1975. ED#129-159.

General conclusion, there are differences between resident and commuting students, but commuters are not clearly disadvantaged. Subgroups of commuters differ more from one another than from resident students.

Foster, Thomas V. Jr. "Merger 1980: Organizational Integration of College Mental Health Services", Journal of the American College Health Association, 30(4), Feb. 1982, p.171-174.

The merger of a traditional counseling center with a traditional comprehensive student health center at Indiana University, Bloomington is described. Important variables, costs and benefits, suggestions for similar mergers, and the outcome of the Indiana University program are discussed.

Fox, Richard N. "Reliability and Discriminant Validity of Institutional Scales for Disadvantaged College Students", Educational and Psychological Measurement, 44(4), Winter, 1984, p.1051-1057.

Pascarella and Terenzini developed five factorially derived institutional integration scales to operationalize Tinto's conceptual model of college student iwthdrawal. Some psychometric characteristics of these scales were estimated for disadvantaged students at an urban commuter college. The scales showed improved characteristics after item revision and retesting for reading comprehension problems.

Fuller, Earl H. "Students and Drugs at NCSU - 1977-78", April, 1978. ED#169-856.

Measured user rates for marijuana, hallucinogens, amphetamines and barbituates, student attitudes, reasons for drug use, students not using drugs had higher GPA's.

Gaines, Josephine. "A Study of the Consumer Health Interests of Selected College Students", Journal of School Health, 54(11), Dec. 1974, pp.437-438.

College students who were enrolled in a personal health class were administered the Health Interest Inventory to ascertain their consumer health interests. Results are discussed.

Gates, Anne G.; Creamer, Don G. "Two Year College Attrition: Do Student or Institutional Characteristics Contribute Most?" Community/Junior College Quarterly of Research and Practice, 8(1), 1984, p.39-51.

Reports on a study of the effects of seven preenrollment characteristics (i.e. ability, socioeconomic status, race, sex, high school program, high school grades, and educational aspirations) and three student-institutional characteristics (i.e. entry status, full-parttime status, and curriculum type) on student retention in college. Looks at the implications of study findings for research and practice.

Getzlaf, Shelly B. et al. "Two Types of Voluntary Undergraduate Attrition: Application of Tinto's Model", Research in Higher Education, 20(3), 1984, p.257-258.

A model of instutional attrition was tested by comparing undergraduate dropouts and continuing students at Washington State University based on the constructs of individual attributes, past educational experience, goal commitment, institutional commitment, social integration, and academic integration.

Gillette, Joyce L. et al. "Variables Affecting Patient Satisfaction with Health Care Services in the College Health Setting", Journal of the American College Health Association, 30(4), Feb. 1982, p.167-170.

Five hundred college students who had used Kent State University's School Health Service were surveyed to determine patient satisfaction with health care servcies. Overall satisfaction with the services was high, and satisfaction was significantly influenced by patients' perceptions of practitioners' technical competency.

Glennen, Robert E.; Baxley, Dan M. "Reduction of Attrition Through Intrusive Advising", NASPA Journal, 22(3), 1985 Winter, p.10-14.

Examines the effects of an intrusive advising program on the attrition rate of college freshmen and sophomores. Identifies reasons students drop out and outlines an advising program used at Western New Mexico University. Results showed the intrusive advising program to be effective in reducing attrition rates.

Gold, Theresa G. "An Overview of Hispanic Institutions of Higher Education" Our Lady of the Lake University, San Antonio, Texas, 1984, p.28. ED#247-811.

Needs of institutions dedicated to the education of Hispanics are identified, including the following: strong academic and development study programs, career options to provide quick, socioeconomic mobility for first-generation college graduates; and sufficient Hispanic faculty and staff.

Goode, Erich. "Drug Use and Grades in College", Feb. 1971. ED#051-729.

GPA's of marijuana smokers and abstainers almost identical. Variables - sex, class standing and parents socio-economic factor - no effect.

Goodyear, Rodney L. Ed.; Shaw, Merville C., Ed. "Primary Prevention on Campus and in the Community", Personnel and Guidance Journal, 62(9) May, 1984, p.509-560.

Presents 11 articles focusing on primary prevention on campus and in the community. Section 1 deals with theme-focused prevention, problem solving, friendships, alcohol education, stress management, career planning, and needs assessment for college students. Section 2 describes community-based prevention with high risk persons including families with newborns.

Gottlieb, Nell H. "The Effect of Health Beliefs on the Smoking Behavior of College Women", Journal of American College Health Association, 31(1), April, 1983, p.214-221.

Random survey 30.5% ♀ current smokers; 20.3% ♀ former smokers. 49.2% non-smokers; most began in high school, 3/4 had made efforts to stop. Reasons for continuing - to cope with stress, suggest emphasis public impact on smoking and quitting.

Gould, B.B. and King, S.H. "Patterns of Tobacco Use Among Undergraduates at Harvard and Radcliffe Colleges", Journal of American College Health Association, 26:239-242, 1978.

1977 - 9% freshmen smoked; 14% seniors smoked.

Greenberg, James A. and Pollack, Bernard. "Motivating Students to Not Smoke", Journal of Drug Education, 11(4), 1981.

Program to ↓ and prevent smoking - results - non-significant reduction in smoking behavior.

Greenberg, Jerrold S. "A Study of Stressors in the College Student Population", Health Education, Jul-Aug, 1981, p.8-12.

Stresses that college students experience related to college dropout, drug abuse, irresponsible behavior, stress related to illness and disease need stress prevention, management and intervention programs.

Grossman, J.; Goldstein, R. and Eisenman, R. "Undergraduate Marijuana and Drug Use as Related to Experience", Psychiatric Quarterly, 48:86-92, 1974.

Found in undergraduate sample with ↓ significant relationship between GPA (academic performance) and use of marijuana.

Harder, David W. et al. "Sustaining Fantasies and Self Concept Among College Students", Journal of Clinical Psychology, 40(3), May, 1984, p.743-748.

Examined the relationship among 10 different types of sustaining fantasies, which make individuals feel better during stress, and two measures of poor self concept (n=124). Confirmed that poor self concept relates to a pattern of sustaining fantasies similar to that of acute psychiatric inpatients and nonhospitalized individuals with psychological problems.

Harris, Eileen M. "A Measurement of Alienation in College Student Marijuana Users and Non-Users", 1969. ED#043-059.

Found marijuana more alienated than non-users, usage ↑ in college students.

Harris, Paul W. "The Relationship of Life Change to Academic Performance Among Selected College Freshman at Varying Levels of College Readiness", Unpublished doctoral dissertation, E. Texas State University, 1972.

Found excessive life change was detrimental to academic performance of Freshmen in study affects GPA. GPA appears to be inversely proportional to the amount of life change recently experienced.

Hashway, Robert M; Hesse, Sharlene; Nutile, Karen; Taylor, Heidi. "Preliminary Results of a Longitudinal Study of Collegiate Alcohol Abuse", JACHA, 28(6), June, 1980, p.362-363.

Investigated what types of social environments students drink, what social situations students drink, what are major reasons for drinking, major reasons for not drinking. Reasons, as a means of escape from academic pressure and grades, 2 types drinker - social and solitary.

Haviland, Mark G. et al. "Predicting College Graduation Using Selected Institutional Data", Psychology: A Quarterly Journal of Human Behavior, 21(1), 1984, p.1-3.

Examined the relationship between selected independent variables and graduation from college five years after students (n=1,943) first matriculated. Results showed that the variables accounted for less than six percent of the variability in the graduate/nongraduate criterion with high school rank being the best individual predictor.

Heide, Eugene. "They Came for the Best Reasons: Some Aspects of Student Choice and Satisfaction at Two Year Colleges in Southwestern Pennsylvania," 1970, p.221, Doctoral dissertation, University of Pittsburgh.

First generation college students have not realized their full potential, and students preferred the low cost and convenience of living at home offered them by junior colleges. Recommendations referred to the need for more effective admissions, placement, and counseling of students and the importance of matching students and programs.

Heilburn, Alfred B. Jr. and Chefitz, Amy. "Repression and Other Forms of Cognitive Evasiveness: Implications for Stress Symptoms in College Students", Journal of American College Health, 33(3), Dec. 1984, p. 106-111.

Three evasive cognitive attributes that circumvent awareness of threat were studied to determine if they were related to stress symptoms in college students. Results are discussed.

Heit, Phillip and Adesso, Nicholas A. "A Comparison of Perceived and Actual Sexual Behaviors of College Students", 1977. ED#180-114.

Investigated how students perceived sexual behavior of peers and students own sexual behavior - both men and women perceived peers as more sexually active than peers were.

Hellmann, Rosemary et al. "Self Initiated Smoking Cessation in College Students", Journal of American College Health, 32(3), Dec. 1983, p.95-100.

Smoking cessation behaviors of college students using a university health service were examined. Forty successful and 32 unsuccessful quitters were interviewed through an openended questionnaire. Differences in success seemed related to techniques used to remain abstinent from cigarette smoking, expectations of ease or difficulty in quitting, and the influence of a boyfriend/girlfriend.

Henckler, Joyce D. "Commuter Chronicle: An Effort to Enhance Commuter Communication in a Traditional Residential Campus Environment", Nov. 1982. ED#236-964.

University of Maine: newsletter and orientation program specifically for commuters, covered housing, ridesharing, child care, social activities, student welcome program, commuter breakfasts, campus survival skills. Brochure available: UMO Commuter Chronicle and New Student Welcome Program, Joyce Henckler, Associate Dean of Students Memorial Union, University of Maine, Orono, ME 04469.

Heretick, Donna M.L. and Dyle, Marion B. "Orienting the Re-entry Student: A Holistic Approach", College Student Journal, 17(1), Spring, 1983, p.55-60.

Describes a unique one-semester, one credit course which provides orientation to the university community, academic advising, values clarification and vocational planning, skill renewal exercises, and personal counseling to re-entry students. Continuing feedback underscore the relevance of such a holistic approach to student needs.

Heritage, Jeannette. "Survey of Drug and Alcohol Use at Middle Tennessee State University", March, 1979. ED#176-157.

On campus students and students living at home ↓ drug usage, drug use not significant, study, school small religiously conservative bias.

Herndon, Steve. "Factors that Differentiate Between Persisters and Dropouts Among Recipients of Financial Aid", Journal of College Student Personnel, 25(4), July, 1984, p.367-368.

Compared persisters and dropouts among financial aid recipients (n=226) two years after initial enrollment. Results suggested that work study programs clearly increase chances of persistence while grants and loans do not. Students living on campus were also more likely to persist.

Hersh, Jeffrey B. et al. "Emerging Ethical Issues in College Health Services", Journal of the American College Health Association, 30(2), Oct. 1981, p.61-63.

Current ethical issues of clinical competence and confidentiality are explored in relation to changes in the college population and its relationship to the community. Case examples are presented.

Hiebert, Bryan et al. "The Validity of Self Monitored Physiological Indices of Relaxation", Canadian Counsellor, 18(1), Oct. 1983, p.47-48.

Examined the degree to which self-monitored heart rate, respiration rate, and finger temperature are valid indicators of relaxation, in a study of 45 Canadian college students. A comparison of self monitored and externally monitored measures showed the self monitored measures are accurate.

Higgerson, Mary Lou. "Understanding Why Students Voluntarily Withdraw from College, NASPA Journal, 22(3), Winter, 1985, p.15-21.

Examined data on students' perceptions of certain academic factors, faculty and advisors, and university factors to interpret reasons for leaving college. Subjects (n=370) completed questionnaires, which showed that students left school most often due to dissatisfaction with academic programs, unclear career objectives, and unclear educational goals.

Hochman, J.S. and Brill, N. "Chronic Marijuana Use and Psychosocial Adaptation", American Journal of Psychiatry, 130:132-40, 1973.

Found with ↓ significant relationship to marijuana and academic performance.

Hochman, Joe Simon. Marijuana and Social Evolution, Englewood Cliffs, NJ, Prentice Hall, 1972.

With relation GPA and marijuana use.

Hoffman, Alan M. "Alienation and Drug Use Among College Students", Journal of College Student Personnel, July 1975, p.277-281. Other authors Hudson, G.R., Warner, R.W.

Found with ↓ significant relation between alienation and drug use.

Hogan, John H. "Creating a Cooperative Working Atmosphere in a Mandatory Fee Setting", May, 1979. ED#177-199.

Students have "say" in how health center is run - use comment/c/o forms, involve Student Health Organization.

Horan, John J., D'Amico, Mary M. and Williams, John M. "Assertiveness and Patterns of Drug Use: A Pilot Study", Journal of Drug Education, 5(3), 1975, p.217-221.

Studied relationship between assertiveness and patterns of drug use found current users and those who never use drugs were considerably less assertive than those who had used drugs in past, but didn't at time of study, experimenters, most assertive, question re: possibility of assertiveness training to ↑ drug prevention.

Hughes, Stella P., Dodder, Richard A. "Alcohol Related Problems and Collegiate Drinking Patterns", Journal of Youth and Adolescence, 12(1): 1983, p.65-75.

Most important factor influencing student drinking, how much the student drank before coming to college, most important predictor of drinking quantity and frequency of consumption.

Johnson, Deborah Hazel etal. "Faculty and Student Knowledge of University Counseling Center Services", Journal of College Student Personnel, 26(1), Jan. 1985, p.27-32.

Investigated faculty and students' factual knowledge of a university counseling center. Faculty (n=88) and student (n=79) responses to a questionnaire showed that faculty understood the model of comprehensive mental health services offered by the counseling center, but students view the counseling center more as a guidance service.

Johnson, Lloyd. Drugs and American Youth, Ann Arbor, MI: Institute for Social Research, University of Michigan, 1973.

Studied marijuana use among students, found with significant relation between grades and marijuana consumption.

Johnson, Roswell D. "Drug Use and College Productivity", Journal of National Association of College Admissions Counselors, 13(4): Feb. 1969, p.19-21.

Written by college health officia, his views of marijuana after "talking" with many students, article not scientifically written, basically opinion, unsubstantiated, believes marijuana "dangerous drug", use it widespread, drug is a deterrent to academic work.

Johnston, Cynthia. "Sexuality and Birth Control: Impact of Outreach Programming", Personnel and Guidance Journal, 52(6): Feb. 1974, p.406-411.
Created campuswide sex education program; including seminars, physical exams, personal peer counseling, had substantial less in unwanted pregnancies.

Karabel, Jerome. "Community Colleges and Social Stratification", Harvard Educational Review, 42(4), Nov. 1972, p.521-562.

Shaped by a changing economy and by the American ideology of equal opportunity, community colleges are moving toward vocational rather than transfer curricula and are channeling first generation college students into these programs.

Kazalunas, John R. "Drinking Among College Students - A Problem to Bring Out of the Closet", College Student Journal, 16(2): Summer, 1982, p.147-152.

Presents preventative program for dealing with alcohol problems on college campus.

Keegan, Desmond J. "The Administration of Student Support Services at the Open University", Journal of Educational Administration, 22(1), Winter, 1984, p.83-96.

The Regional Tutorial Services Unit of Great Britain's Open University links the school's regional educational programs with the central office, provides for student counseling, and maintains enrollment. The article reviews the unit's first 10 years, its present structure and operations, and the factors underlying or inhibiting its notable success.

Knauth, Enid C. "Importance of Family Assessments in the Evaluation of Psychiatric Problems of College Students", Journal of the American College Health Association, 30(3), Dec. 1981, p.131-133.

Selected cases from a student health psychiatric service demonstrate the importance of family involvement in the therapeutic treatment program of each individual student irrespective of age or sex. Separation from family, adjustment to the college environment, and problems within the family all relate to the student's emotional well being.

Kodman, Frank. "Addition to Alcohol and Other Drugs as Defined by Users and Non-Users", Journal of Alcohol and Drug Education, 28(2): Winter, 1983, 28-32.

Addition defined: loss of control, 1/5 students used some drugs. 73% used alcohol, students liberal in definition of addiction.

Koodoo, Aaron H. et al. "Reasons for Withdrawal and/or Non-Graduation form a Community College", Canadian Vocational Journal, 20(2), Aug. 1984, p.35-37.

This study of a random sample of 125 nongraduates and withdrawals from a Canadian community college found that the most frequently given reason for noncompletion were school related, e.g. lack of interest, test failure, boredom, and dislike of teachers or courses.

Kozicki, Zigmond. "The Measurement of Drinking Problems Among College Students at a Midwestern University", Journal of Alcohol and Drug Education, 27(3):Spring 1982, p.61-72.

Found 72% of total respondents had alcohol problem scores with significant difference found for class standing on drinking behavior. "The excesses of our youth are drafts upon our old age payable with interest, about 30 years after date." Colton, date unknown.

Lamanna, Michael. "Marijuana: Implications of Use by Young People", Journal of Drug Education, 11(4), 1981, p.281-310.

Uses survey and interview data and recent findings to consider the marijuana problem in the following areas: marijuana use at an early age and for negative reasons; drug effects leading to learning impairment and school behavior problems; young people lacking accurate information; and usage leading to other drug use.

Lang, Darrell. "Integrating a Stress Management Mini Course into a Personal Health Course", 1982. ED#228 179.

Results - minicourse successful in helping students manage personal stress in their lives.

Lehtunen, Aapo; Persalo, Juhani. "Relative Weight, Smoking and Contraceptive Pills: Interrelations to Blood Pressure in Students", JACHA.

Suggests relationship between pill and hypertension.

LeMay, Morris L. and Gibson. F. Leonard. "Utilization of a Student Health Service by Full-time and Part-time Students and Graduate Assistants", JACHA, 23(4), Apr. 1975, p.295-298.

Found ↑% of full time students compared to part time used health facility, ↑♀, ↑undergraduates than graduates used facility.

Lesht, Fay L. "Motivation and the Community College Instructor", Journal of Studies in Technical Careers, 5(1), Winter, 1983, p.11-18.

This study identifies factors contributing to experiences of low motivation in community college instructors; identifies symptoms which typically correspond to low motivation, and identifies strategies for preventing or alleviating the problem of low motivation in faculty at community colleges.

Levy, Susan R.; Rasher, Sue Pinzur. "Relation of Intensity and Frequency of Student Drug Use to Reasons for Use". Journal of School Health, 5(5). May 1981, p.341-346.

State university students, asked about drug use, large city students and those with higher GPA indicate more use cocaine and using it for fun.

Malone, Marianne. "Health Fair for the Campus Community", School Health Review, 5(4) July/Aug, 1974, p.18-19.

Had health fair, displays, exhibits, demonstrations, films, free screening tests (diabetes, sickle cell, mono, TB, Pap).

Marijuana and Health: 9th Annual Report to the U.S. Congress from the Secretary of Health and Human Services, Rockville, MD National Institute on Drug Abuse, 1982. DHHS pub.#(adm)82-1216.

60% college students smoke marijuana, 15 million American smoke marijuana.

Martin, Gary L. "A Longitudinal Analysis of a Peer Health Aide Program", May, 1979. ED#177 132.

Trained para professional health aides in dorms, received money.

Martin, Gary et al. "Student Delivery of Health Services to Students: A Longitudinal Analysis", Journal of School Health, 51(1), Jan. 1981, p.22-25.

Student health aide programs of college students have been instrumental in nutrition improvement, medication compliance, general preventive medicine, and in aiding in the mental health delivery system. In this study, headaches and upper respiratory infections constituted a significant percentage of the total visits to the health aide.

Matross, Ron and others. "Campus Commuters: A Survey of the Service Needs of Commuter Students at the University of Minnesota", April, 1984. ED#242-278.

81% of commuters, 32% not at all involved in campus life, reviewed where students live, how they got to campus, satisfaction with parking, eating facilities, food services, campus security.

McAuley, John. "Giving and Getting: A Study of Charitable Contributions", School Business Affairs, 50(2), Feb., 1984, p.26-27.

The resourceful response of nonprofit organizations to recent economic problems is characterized by more professional fundraising and management of assets and greater accountability.

McClain, Ruth S; Sartwell, David. "A Study of Freshman Student Withdrawal at Salem State College", (MA), May 1983. ED#234-674.

Assumptions: community problems contribute to student withdrawal & not getting into dorm, financial problems, registration process discouraging, some subjects not ready for college findings: business administration and no major groups had greatest number of withdrawals.

McClaren, Diane M. "Motivational Factors Affecting Patient Attrition in a Weight Reduction Program", Journal of American College, 31(6), June, 1983, p.236-239.

Students entering a university-sponsored weight reduction program were given a questionnaire to assess the strength of their basic motivational needs and were later asked if the program satisfied those needs. Students whose needs were met for affiliation and achievement weremore likely to complete the program.

McCully, Barbie. "On the Needs of Separate Commuter Programs: San Diego State Looks at its Students", October, 1980. ED#236-959.

Self assessment of commuter student programs and services found needs adequately met.

McKillip, Jack; Vierke, Scott. "College Smokers: Worried Sick but Still Puffing", JACHA, April 1980, p.280-282.

25% worried about own smoking behavior, tried and failed to stop, smoking related to coffee consumption, self described illness and use of university health services, no relation to GPA.

McWilliams, Spencer A. "Effects of Reciprocal Peer Counseling on College Student Personality Development", JACHA 27:1979, p.210-213.

Volunteer college students trained to be peer counselors, more effective in personality development than professional counselors (doesn't include real sickies).

Meier, Scott T.; Schmeck, R.R. "The Burned Out College Student: A Descriptive Profile", Journal of College Student Personnel, 26(1) Jan, 1985, p.63-69.

Developed a measure of burnout for college students and created a profile of burned out students based on "level of functioning" variables.

Mellinger, G.D.; Somers, R.H.; Davidson, S.T.; Manheimer, D.I. "The Amotivational Syndrome and the College Student", Annals of the NY Academy of Sciences, 282, Dec. 20, 1976, p.37-55.

Studied relationship between marijuana use and achievement, assessed drug use and dropping out of college, found without evidence that marijuana use not related to dropping out of college independent of family background, social values and relationships with parents.

Mettlin, Curt. "Peer and Other Influences on Smoking Behavior", Journal of School Health, Nov. 1976, V(XLVI)(9), p.529-535.

Studies interpersonal influence variables in smokers - all sources of influence have some effect in smoking behavior.

Miller, Kimball Austin; Miller, Elaine King. "Self Reported Incidence of Physical Violence in College Students", Journal of American College Health, 32(2), p63-65, Oct. 1983.

The incidence of past and current physical abuse was documented among college students registering at a learning center in a midwestern university.

Minatoya, Lydia Yuriko et al. "University Student Knowledge of Alcohol: A Collaborative Model of Assessment and Intervention," College Student Affairs Journal, 4(4), Spring, 1983, p.4-9.

Surveyed college students (n=180) knowledge of the effects of alcohol.

Minder, Carolyn. "A Comparison of High School and College Student Attitudes Towards Recreationally Used Drugs", April, 1983. ED#234-281.

Drug use higher during college years with significant difference found between high school and college students regarding alcohol and marijuana, suggest higher acceptability in society.

Miranne, Alfred C. "Marijuana Use and Achievement Orientations of College Students", Journal of Health and Social Behavior, V20, June, 1979, p.194-199.

Found no significant relationship between marijuana use and achievement orientations or GPA, or performance, used control variables.

Moore, Bill. "Conference Report: Meeting Needs of Off-Campus Students", Jan. 1981. ED#236-961.

Ideas suggested for (1) building and maintaining community liaisons and resources, (2) adapting services to off-campus students, (3) finding housing, (4) reaching off-campus students with information and publicity.

Mullen, Patricia D.; Gustafson, Harold C.; Reynolds, Richard. "Training University Students as Dormitory Health Workers: An Experimental Program", JACHA, 23(4), April, 1975, p.272-276.

Workers to provide emergency care and a referral in cooperation with student health service, improve preventive health education, ↓ use of emergency and outpatient services for minor ailments, workers had training course, program worked well.

Nagleberg, Daniel B. "Reducing Health Risks Through Peer Health Education: A Preliminary Report", JACHA, V28, Feb. 1980, p.234-235.

Peer health education can lower $ costs to university and insure higher client contact than would be possible with professional staff alone, trained peer health educators.

Nicholi, Armand M. Jr. "The Non Therapeutic Use of Psychotherapeutic Drugs Among the College Age Group: The Sedatives and Tranquilizers". Journal of American College Health, 33(2), Oct. 1984, p.87-90.

Sedatives and minor tranquilizers comprise two large groups of prescription drugs used without medical supervision by college students. Knowledge of adverse psychological and biological effects of these drugs will help those working within college health facilities.

Nicholi, Armand M. "The College Student and Marijuana: Research Findings Concerning Adverse Biological and Psychological Effects", JACHA, 32(3), Oct. 1983, p.73-77.

Marijuana effects short term memory and learning, psychomotor coordination, behavior, reproduction, info helpful to those who work with college students.

North, Gary B. "Alcohol Education for College Student Personnel", 1977. ED#158-179.

Reviewed alcohol education program designed for college students, very detailed.

Nowack, Kenneth M. et al. "Factors Affecting Burnout and Job Performance of Resident Assistants", Journal of College Student Personnel, 26(2), Mar. 1985, p.137-142.

Examines social support and health related coping habits in relationship to burnout, psychological distress, and job performance among resident assistants.

O'Banion, Terry. "Increasing Productivity in the Community College: A National Effort", Educational Record, 65(2), Spring, 1984, p.42-45.

A review of the efforts of the Community College Productivity Center concerning efficiency of operations in community colleges focuses on examples of campus projects to increase efficiency in the areas of reducing energy consumption, improving staff utilization, and reducing student attrition.

O'Connell, David R. and Beck, Terrence. "An Involuntary Therapeutic Group for Alcohol Abusers", Journal of College Student Personnel, 25(6), Nov. 1984, p.547-549.

Describes a therapy program for student alcohol abusers conducted by an alcohol treatment specialist. Describes objectives and content of the eight sessions. Followup data on the Alcohol Intervention Program suggest it can have positive results.

Oshodin, O.G. "Alcohol Problem Among Nigerian University Students: A Case Study of Undergraduates in Bēnin City, Nigeria", College Student Journal, 16(2), Summer, 1982, p.116-120.

Data on alcohol drinking practices were collected for Nigerian students (n=1000) and results obtained by number of responses and percentages to items relating to alcohol drinking practices that defined alcohol abuse.

Oshodin, Osayuki G. "Alcohol Abuse Among Nigerian College Students in New York Area of the United States", College Student Journal, 16(2) Summer, 1982, p.153-157.

Collected data on alcohol practice for Nigerian college students (n=300) in New York. Results were obtained using frequencies and percentages of responses to items relating to drinking practices. Results indicated a high degree of alcohol abuse among Nigerian students in New York.

Page, Randy M. "Assessing Gender Differences in College Smoking Intenders and Non-Intenders", Journal of School Health, Nov. 1983 53(9), p.531-535.

↑ cigarette smoking females, ♀ more likely to believe smoking will keep weight down, looked at beliefs, consequences, motivation of smoking behavior.

Pascarella, Ernest T. et al. "A Test and Reconceptualization of a Theoretical Model of College Withdrawal in a Commuter Institution Setting", Sociology of Education, 56(2), Apr. 1983, p.88-100.

Tinto's model of college persistence/withdrawal, developed for residential colleges, is tested at a nonresidential institution. Results indicated that the concepts of person-environment fit, social integration, and institutional commitment operated differently in the commuter institution.

Permeter, J. Thomas. "Analysis of Student Questionnaire, 1971", ED085012, HE 004906

This report presents a comprehensive description of seniors graduating from a broad cross section of colleges, both public and private, with predominantly black student enrollment. Across all students, the greatest degree of nonacademic participation was in two areas - student government and community service.

Peterson, Nancy A. "Commuting Student Lacks Advantages of Dorm Resident" Dec. 1975. ED#143-275.

Resident students are better off financially, educationally and in other ways to begin with, residents make greater gains in non-academic personal development.

Petosa, Richard. "Self Actualization and Health Related Practices," Health Education, 15(3), May-Jun, 1984, p.9-12

College students enrolled in a required, general studies personal health course were studied to determine if individuals who reported more self actualizing characteristics also reported more preventive health practices. Results support this theory and suggest the mental health promotion should be a central focus of health education.

Piorkowski, Geraldine K. "Survivor Guilt in the University Setting", Personnel and Guidance Journal, 61(10), June 1983, p.620-622.

Suggests that the concept of survivor guilt may apply to college students who feel guilty about being spared the psychological casualties among family members. Examples illustrate the resulting emotional and academic difficulties. Low income, urban first generation college students may need special counseling to learn adaptive techniques.

Pliner, Judith E. and Brown, Duane. "Projections of Reactions to Stress and Preference for Helpers Among Students from Four Ethnic Groups" Journal of College Student Personnel, 26(2), Mar. 1985, p.147-151.

Surveyed students (n=400) from four ethnic groups for expected reactions to stressful events and preferences for help. White, Black, Hispanic, and Asian subjects completed questionnaires which revealed differences between ethnic groups and indicated that subgroups exist within the ethnic groups.

Poey, Kent. "Quality Assessment Study of Brief Psychotherapy at a University HMO Setting", Journal of American College Health Association, 30(3), Dec. 1981, p.135-138.

The results of a short term psychotherapy quality assessment study, conducted at a university mental health service, are described. The outcome indicates that high quality brief psychotherapy can be provided by university counseling services.

Prior, Daniel W. et al. "EMG Biofeedback Training of Type A and Type B Behavior Pattern Subjects", Journal of Counseling Psychology, 30(3), July 1983, p.316-322.

Assessed the relative efficacy of EMG biofeedback training to reduce tension levels in students (n=55) characterized by the presence or absence of coronary prone behavior pattern (Type A and Type B). Results showed biofeedback students attained and and maintained greater relaxation during training than did controls, regardless of A/B status.

Puryear, James B. "Student Health Services: Similiarities and Differences Within a University System", College Student Affairs Journal, 4(3), Fall, 1982, p.25-28.

Examined and compared 33 college student health services within one university system. Results indicated that 19 institutions had a health service and student fee charges, daily service hours went from 6-24 hours per day, and services varied greatly among institutions.

Rampaul, Winston E. et al. "Self Reported Differences Between Community College Graduates and Non-Graduates with Respect to the Educational Levels of Their Parents and Siblings, the Occupational Levels of Their Parents, the Last Location of Their Residence, and Their Academic Average in Their Last High School Year", Canadian Vocational Journal, 19(3), Nov. 1983, p.32-36.

Graduates and nongraduates of higher educational institutions have long been a focus of widespread research over the last two decades. Research findings reveal that graduating from a school of higher education is a bridge to better personal status, Institutional progress and national well being.

Reichard, Donald J, McArver, Patricia P. "The Commuting Student Survey: Highlights and Summary Tables", Dec. 1975. ED#119-597.

Commuters: 62% of enrollment body - source of growth for university gives (1) general characteristics, (2) financial characteristics, (3) academic and social life, (4) activities and services.

Reichard, Donald J.; McArver, Patricia P. "Demographic Characteristics of Commuting Students", 1975. ED#119-599.

University of North Carolina: (1) most have established households separace from parents; (2) many employed full time and married, (3) diversified group, 62% of students registered were commuters.

Ritchey, Elizabeth A. "College Students' Perceptions of Anti-Smoking Posters", 1979. ED#190-538.

Investigated how anti-smoking posters viewed and how effective they were in preventing smoking, found funny posters ineffective.

Rivera, Roberto. "Selected Topics on Latino Access to Illinois Colleges and Universities", Integrated Education, 20(3), May-Oct, 1982, p.101-105.

Provides an overview of the status of Latino admissions, enrollment and retention in colleges and universities in the State of Illinois. Focuses on the use of standardized tests for Hispanic admissions and access to the TRIO programs (special services to address retention problems) by Hispanics.

Rivers, William L. "Is There a Relationship Between Drug Use and Academic Achievement?", Journal of School Health, 51(3), Mar. 1981, p.171-173.

The nature and extent of drug use on an urban community college campus and the relationship betweer drug use and academic success were examined. Results of the investigation clearly indicate that there is no signficiant relationship between drug use and academic achievement at the college from which the sample was drawn.

Roberts, Stephen. "Belief Assessment as a Component of Curriculum Planning", Journal of School Health, Dec. 1980, pp.555-558.

Compared smokers to non-smokers found beliefs and values differ regarding smoking.

Robey, Dale, "Health Ratings in the Identification of Low Achievement", Journal of School Health, p.347-350.

Examined health ratings to low achieving students (9th grade) - health found not to be only identifying factor in low achievement students.

Robey, Dale L. "Physical Health Ratings and College Probationary Students: A Rationale for Physical Health Counseling", Journal of School Health, 39(8), Oct. 1969, pp.576-578.

Low academic students and physical health ratings studies, found ♂ students with lower health ratings more likely to become probationary students.

Romine, Ray S. "Alienation and the Use of Mind Altering Drugs by College Students", Health Education, 7(3), May/June 1976, p.38-40.

Found students ↑ alienation used drugs more frequently.

Rowh, Mark C. "Off Campus Students, Our Second Class Citizens: Improving Self Images", 1980. ED#202-268.

Off campus locations, environmental factors poor, site location, poorly maintained public building, poor student services, few course offerings, need access to counselors.

Ruckle, Sharon. "Fighting Faculty Burn Out: TRC at ARC", California Higher Education, 1(1), Sept. 1982, p.18-19.

The development and administration of a Teacher Resource Center at American River College is outlined. The center's major focus is faculty development, but it also provides encouragement to faculty in a time of tight resources.

Rue, Penny. "How to Give 'Em What They Want: Assessment Basics for Commuters", Dec. 1981. ED#236-963.

How to do assessment of commuter needs.

Rue, Penny. "Commuting with Commuters, Numerous Factors Must Be Considered to Improve Process", November, 1982. ED#236-951.

Guideline for newsletter to provide info about campus programs, activities and services for commuters.

Russell, Jamie. "Student Organized Programs in Health Education", JACHA, 26, Apr. 1978, p.275-276.

Student initiated health courses student run, faculty advised working well, topics: health insurance, biofeedback, biology of CA, heart disease, have prominent guest speakers.

Saltzman, Charles, "Variables Related to Premature Terminations in a University Counseling Service: A Comment on Rodolfa, Rapaport, and Lee", Journal of Counseling Psychology, 31(3), July 1984, p.402-404.

Comments on a recent study investigating variables related to premature therapy termination.

Schandler, Steven L. and Dana, Edward R. "Cognitive Imagery and Physiological Feedback Relaxation Protocols Applied to Clinically Tense Young Adults: A Comparison of State, Trait, and Physiological Effects", Journal of Clinical Psychology, 39(5), Sept. 1983, p.672-281.

Examined changes in tension behaviors and reductions in physiological tension associated with cognitive imagery and electromyographic biofeedback relaxation procedures in 45 college students.

Schuh, John H.; Shipton, William C. "Health Problems of College Students Reported by Resident Assistants, Journal of College and University Student Housing, 13(2), Winter, 1983, p.37-41.

Examined health related problems that resident assistants encountered in dormitory residents. Results showed that both male and female students were concerned with minor illnesses, weight control, fitness and exercise. Male students were more concerned with alcohol related issues, women were concerned about birth control.

Schwanke, Dean. "Creating Conditions for Professional Practice", Journal of Teacher Education, 33(2), Apr. 1982, p.60-63.

Subjects covered are teaching conditions and the school environment, fostering professionalism in teaching, the school environment and staff development, and involvement of schools, colleges, and departments of education in school improvement.

Scroggins, Don and Haskins, Jack B. "Problems, Satisfactions and Habits of Off Campus Students at VT-Knoxville, 1975 Commuter Opinion Survey, Final Report", October, 1975.

Tables frequency of use of student activities and services, clubs, music preference, use of facilities on campus, proposed services for commuters.

Selig, Suzanne M and Weiss, Stephan D. "Non-psychological Factors Affecting the Utilization of a Student Mental Health Facility", JACHA, 23(4), April, 1975, p.299-303.

Urban, commuting (85%) university found colleges designed to encourage self expression (music, art) were ↑ users, ♀ ↑ than ♂, evening students ↓ use.

Senn, Karen L. "Evaluation of Changes in Former Drug Abusers Enrolled in a University Drug Education Course", Health Education, 16(1), Feb/Mar, 1985, p.10-14.

A study was conducted to determine what positive or negative implications drug abuse education for former drug abusers had on the university sponsoring the program.

Serdahely, William J. "A Non-traditional Approach to College Drug Education", Journal of Alcohol and Drug Education, 29(2), Winter, 1984, p.34-37.

Describes a nontraditional approach to college drug education that attempts to make the cognitive domain relevant to the student through the use of negotiated learning contracts.

Serdahely, William J. "A Factual Approach to Drug Education and Its Effects on Drug Consumption", Journal of Alcohol and Drug Education.

Results of research on drug course offered from pharmacology viewpoint, found with significant change in student's drug use.

Shands, Virginia. "RX for OTC Users", Journal of School Health, Sept. 1983, 53(7), p.423-426.

College student use and understanding of OTC, found often didn't understand labeling instructions, careless use, don't read labels, often misuse OTC drugs.

Simon, W. "Psychological Needs, Academic Achievement and Marijuana Consumption", Journal of Clinical Psychology, 30, p.496-498, 1974.

GPA higher in non-users of marijuana.

Slappy, Charles A. "College Student Drug Use: A Note on Some Correlates of Cessation", Youth and Society, 16(4), June, 1985, p.457-470.

A study of self reported drug use by 433 undergraduates revealed significant differences between current and former users. Former users are less alienated, less likely to endorse drug use wholeheartedly and less likely to condemn the law and legal institutions.

Smith, Alan D. "Stated Reasons for Withdrawal and Degrees of Satisfaction Among Student Persisters and Nonpersisters", NACADA Journal, 3(1), March 1983, p.73-84.

A survey of students in the community and technical colleges and four year college of the University of Akron showed withdrawal often occurred because of job conflicts, financial problems, and need for a temporary break.

Snyder, Thomas L. et al. "Determinants of Dental Services Utilization in a University Population", Journal of American College Health, 31(3), Dec. 1982, p.109-114.

A study explored attitudes and perceptions that may influence how University of Maryland students utilize dental services.

Stafford, Thomas H. "Survey of Off Campus Students at North Carolina State University", October 1973. ED#169-840.

Attitudes toward university policies, programs, services, need for nightly room rental services, counseling services, services desires.

Stein, Ann; Kahn, Malcolm. "Attitudes and Characteristics of Nonusers", April, 1972. ED#070-007.

Nonusers had higher GPA, more settled, more goal directed, more involved academically, share traditional goals of working and studying hard to get ahead.

Suchman, E. "The 'hand loose' ethnic and spirit of drug use", Journal of Health and Social Behavior, 9, 1968, p.146-155.

Found GPA lower in marijuana users, educational aspirations lower in users.

Suen, Hoi K. "Alienation and Attrition of Black College Students on a Predominantly White Campus", Journal of College Student Personnel, 24(2), Mar. 1983, p.117-121.

Examined the relationship between alienation and attrition among Black students (n=67) on a predominantly White college campus.

Sutherland, Mary S. "The Changing Health Interests of College Students", 1977. ED 147-287.

Reviewed interests (health) of college students (1921-77) discusses results in curriculum planning in health education.

Tally, Joseph E. et al. "Conducting a Needs Assessment of University Psychological Services: A Campaign of Telephone and Mail Strategies", Journal of American College Health, 32(3), Dec. 1983, p.101-103.

This study compared telephone and mail survey approaches in assessing psychological needs perceived by university students.

Thomas, Gail Ed. "Black Students in Higher Education: Conditions and Experience in the 1970's", 1981, p.405. ED 198-759

The conditions and experiences of black students in higher education in the 1970's are addressed in 27 essays.

Thrift, Julianne Still; Fidler, Paul P. "A Descriptive Study of Commuter Students at the University of South Carolina", July, 1975. ED 112-799.

Reviewed use of facilities, desirability of service and programming organization, amount of time spent on campus, social functions.

Toohey, Jack V.; Dezelsky, Thomas L. "A Six Year Analysis of Patterns in Non-medical Drug Use Behavior", Journal of School Health, 48(1), Jan. 1978, p.672-679.

Identified self reported reasons for using marijuana, found neither GPA or sex or class standing was significant variable in marijuana use behavior.

Turnage, Martha. "Mountain Empire: The Community's College", Mountain Empire Community College, Big Stone Cap, VA, 24, April 1973, p.23.

Before a community college can make an impact on the community, there must be an understanding of the milieu of the community and a shared commitment to the college's mission.

Turner, H. Spencer. "New Realities: The Challenge to Change", Journal of the American College Health Association, 30(1), Aug. 1981, p.7-9.

Due to the changing composition of the student body, college health services are becoming increasingly important and could play an active role in student retention.

Urban Corridor Consortium Task Force on P.T. & Commuter Students. Final Report, Wisconsin University, 1983. ED 234-699.

General profile of university student, personal, social and cultural needs of part time and commuter students; need for student services; needs of adult students; faculty responsiveness.

Usera, John J. "Overcoming Subject Anxiety of Adult Learners", Perspectives in Adult Learning and Development, 8, Winter, 1985, p.25-32.

Examines factors contributing to adult student stress and subject anxiety.

Van Ness, John H. "Wholistic Health Care for a Campus Student Health Service", NASPA Journal, 19(2). Fall, 1981, p.22-32.

Describes an existing holistic student health service and proposes a basic program for a campus holistic health clinic.

Vaughan, George Brandt. "Burnout: Threat to Presidential Effectiveness", Community and Junior College Journal, 52(5), Feb. 1982, p.10-13.

Discusses the concept of burnout. Looks at the community college president's role and factors contributing to presidential burnout.

Venn, Grant. "Education - The Bridge Between Man and His Work; The Samuel Leonard Fick Lecture on Industrial Education", 1967, p.14. Speech delivered at the Annual Conference on Industrial Education, Sacramento, March 14-17, 1967.

Today a person's role in society is determined almost exclusively by his work role.

Vincent, Murray L. et al. "Contraceptive Patterns of College Students Who Experienced Early Coitus", Journal of School Health, 51(10), Dec. 1981, p.667-672.

A study investigated the coital behavior, contraceptive use, and attitudes of 20 year old male and female college students who experienced sexual intercourse early in adolescence (at 16 or younger) as contrasted to those who experienced coitus in late adolescence.

Warner, Mark J. "Wellness Promotion in Higher Education", NASPA Journal, 21(3), Winter, 1984, p.32-38.

Examines wellness promotion and its use in higher education and considers the relationship of illness prevention, history, dimensions, and programming to wellness.

Wagener, J. Mark et al. "Reacting to the Uncooperative, Severely Disturbed Student: A Survey of Health Center Policies", Journal of American College Health, 31(5), Apr. 1983, p.196-199.

Members of the Pacific Coast College Health Association were asked about their policies for evaluating and restricting the attendance of severely disturbed students who will not cooperate with mental health intervention measures.

Watkins, C. Edward, Jr. "Combatting Student Burnout: A Structured Group Approach", Journal for Specialists in Group Work, 8(4), Nov. 1983, p.218-225.

Describes a structured group approach designed to help college students prevent or combat the burnout phenomenon.

Wechsler, Henry; Gottlieb, Nell H. "Smoking Among New England College Men and Women", JACHA, Dec. 1979, V28.

Smoking inversely related to health habits for both men and women.

Wechsler, Henry; McFadden, Mary; Rohman, Mary. "Drinking and Drug Use Among College Students in New England", JACHA, 28(5), Apr. 1980, p.275-279.

95% students reported current alcohol use, 64% use other drugs, men drink more frequently and in greater quantity.

Weislogel, Louis F. "Academic Over- and Underachievement and Residence Patterns: An Associative Study", June 1977. ED 149-696.

With difference in GPA between commuters and resident hall students.

White, William F. "A College Program to Ameliorate Developmental Lag", College Board Review, 133, Fall, 1984, p.7-9.

An information systems approach to instruction to reduce freshman attrition at Morehead State University is described.

Whittey, Jeffrey O. "Mental Health of College Students", JACHA, 28, Oct. 1979, p.92-95.

Religious affiliation related to mental health status, Catholics less likely to use mental health services.

Wilder, Jerry R. "Retention in Higher Education", Psychology: A Quarterly Journal of Human Behavior, 20(2), 1983, p.4-9.

Discusses the problem of student retention in higher education and warns that colleges that fail to develop effective programs of student retention will not be able to offset enrollment losses resulting from the dwindling college hound pool.

Williams, John M. et al. "The Impact of Stress Management Training on the Academic Performance of Low Achieving College Students", Journal of College Student Personnel, 24(6), Nov. 1983, p.491-494.

Assessed the impact of stress management training as part of an academic skills training program upon students' (n=22) self reported symptoms of stress and academic performance.

Williams, John M.; Hadden, Kal; Marcavage, Emily. "Experimental Study of Assertion Training as a Drug Prevention Strategy for Use with College Students", Journal of College Student Personnel, 24(3), May 1983, p.201-206.

Assertion training group showed less willingness to use drugs, and significant more drug refusals than placebo group.

Winteler, Adolf. "Causal Modelling in Evaluation Research", Higher Education, 12(3), June 1983, p.315-329.

A study applied path analysis methods, using new techniques of causal analysis, to the problem of predicting the achievement, drop out rate, and satisfaction of university students.

Wolf, John C. "Tests of General Educational Development as a Predictor of a Two Year College Academic Performance", Measurement and Evaluation in Guidance, 16(1), Apr. 1983, p.4-12.

Investigated the predictive value of the high school level battery of tests of General Educational Development for two year college academic performance using a sample of GED freshmen (n=300). The GED proved to be a valid predictor of first semester grade point average.

Wright, Loyd S. et al. "Variables Related to Serious Suicidal Thoughts Among College Students", NASPA Journal, 22(1), Summer 1984, p.57-64.

Surveyed 1,768 students to examine the incidence of suicidal thoughts.

Wright, Loyd S.; Moore, Ron. "Correlates of Reported Drug Abuse Problems Among College Undergraduates", Journal of Drug Education, 12(1), 1982, p.65-73.

Found that among 619 college students 13.5% males and 4.2% females reported themselves to have drug abuse problems.

Wright, Loyd S.; Fling, Sheila. "Perceptions of Self and Parents Among College Students of Different Sexual Orientations", Paper presented at the Annual Convention of the Southwestern Psychological Assn., San Antonio, TX, April 21-23, 1983.

Actual data analysis indicated that differences only existed between homo- and heterosexuals with respect to remembered family stress, and between bi- and heterosexuals with respect to self ratings. Bisexuals reported the lowest self concepts. Drinking problems and suicidal thoughts were highest in homosexual males, while homosexual females reported the highest incidence of learning disabilities.

Zapka, Jane G.; Dorfman, Sharon L. "Consumer Participation: Case Study of the College Health Services Setting", Journal of the American College Health Association, 30(4), Feb. 1982, p.197-203.

This article discusses consumer involvement with college health services: its historic development, forms of involvement, and benefits and limitations of participation and its implications.

"Cocaine Use Rising", ISR Newsletter, p.5, Winter 1985-86.

Report of 1985 Institute Social Research University, Michigan: relatively few high school seniors questioned in 1985 ISR study believe there is much risk in experimenting with cocaine, 17% high school students in senior class "probably represent only a fraction of class of 1985 young people who will eventually try the drug."

APPENDICES

Appendix A

Request for Proposal Funding

Award of Funding

Code Book

The Commonwealth of Massachusetts
Bridgewater State College
Bridgewater 02324

March 13, 1985

Phil Conroy
Director Alumni Relations
Alumni Relations Office
Bridgewater State College

Dear Mr. Conroy:

I received today the timely announcement of possible financial support of an ongoing research project undertaken on behalf of the college and clearly related to quality of life issues on the Bridgewater campus.

Since 1984 a project entitled "Campus Health and Its Implications for Quality of Life Issues for Bridgewater State College Students" has been in process. A brief summary of this project and its implications follows.

Our department in collaboration with Vice President Deep and Mrs. Deep has sponsored a campus health internship for 3 years. Under this field experience several health promotion campaigns have ensued in the areas of sexuality, drug and alcohol education and other health related areas. Moreover, much viable community service has been derived from the internship with student interns, under my supervision, participating in parent awareness training workshops in surrounding communities. Most recently, as my volunteer committment to the project, I have been guest lecturer at a Lionesses of East Bridgewater special meeting on the topic of Drug Awareness and will be lecturing on this topic to the Youth Auxiliary called the Leos as well as returning to Lionesses to conduct a workshop on stress and relaxation in the near future. With this background in mind, I will briefly discuss the project at hand for which funding is sought.

In 1984, two student interns and myself met with Vice President Deep and Director of Institutional Research Mr. Tom Walsh, to propose a carefully conducted campuswide health survey based on the following premises. Health, we reasoned, is one of those state of body, mind and spirit issues that transcends all boundaries of education on any college campus. We argued that a

properly conducted health survey might provide intriguing insights into the dynamics of student achievement, the connections among variables such as quality of life, available support programs and, inevitably, student attrition. Both Vice President Deep and Mr. Walsh were fully supportive. As I am an experienced and active researcher, I volunteered my time and energies to the development of a sound study. A software package was used to randomly select 525 graduate and undergraduate students representative of all levels of the student body at Bridgewater State College. An instrument was developed, piloted with 55 representative students, revised on the basis of both the pilot and Mr. Walsh's and Vice President Deep's suggestions. The final instrument mailed was long (12 pages), detailed, rich in its data analysis potential and accompanied by a persuasive cover letter signed by Dr. Dillman and Vice President David Deep.

A copy of the instrument is attached. The initial mailing and a follow up mailing yielded an excellent response rate of 48% returns. On March 6, 1985, by coincidence, I attended an AAUP meeting on why students fail at Bridgewater. I listened with great interest to Dr. Jacquelyn Madry-Taylor's presentation and, when the opportunity presented itself, shared with her the fact that the raw data of the survey will provide a much needed profile of the student most likely to achieve, most likely to fail, and most likely to stay "connected", in a social sense, to the college. More importantly, as GPA is included in the path we have plotted for the data, it is clear that our data, once quantified, will bring specificity to the profile as well as providing other specific insights related to quality of life.

In sum, I am at a point where I have, in my view, a first rate, beneficial study on my hands. The data analysis will be extremely complex as I wish to stretch the data to its limits. In no way will the best use of data be satisfied by minimal analysis such as percentages and minor tests of statistical significance that are highly sensitive to sampling size. In the past (and for 2 major proposals submitted to NSF and NIJ respectively on behalf of the college in 1985), I have worked successfully with a computer consultant from B.U. who is the regional expert in the statistical package with which I am most comfortable as a social scientist (SPSS). His fees are most reasonable and his connection to the main frame computer for analysis is very accessible. The other pressing financial need as you will note from the attached proposed budget is for key punching services for an extensive data set. The last need would be for compensation for the researcher. In this case, however, I am pleased to volunteer my services at no cost to the college. In fact before receiving the announcement, I had petitioned Dr. Dillman for release time to work on the report writing and other data analysis chores necessary as well as to compile the extensive literature review conducted in conjunction with the study. I would gladly rescind this request and make the time in my schedule to perform these services while maintaining a full time academic workload undergraduate in consideration of granting of the funding requested. Travel expenses to Boston University would be most appreciated but are not absolutely necessary.

To accomodate your decision making process, I am attaching a brief proposal statement. In addition, copies of past agendas and memos of summary in respect to this study are enclosed as well as a proposed budget. The instrument and other copies are merely clarifying information and have been included as Appendices. The main proposal, as you requested, is brief and numbered pages 1 and 2.

Should you need to confirm that I have been working in collaboration with Vice President Deep, Mr. Walsh, and Dr. Dillman in respect to this project, please feel free to contact them directly. I will supply any additional information deemed necessary by the review committee.

Thank you for your serious consideration of this proposal. I do think it is extremely relevant and appropriate to the stated objectives of the funding support of the Alumni Association.

Sincerely,

Genevieve Fitzpatrick

Dr. Genevieve Fitzpatrick

Encl. 2 page proposal summary and budget
Memos
Instrument
Vitas: Dr. Fitzpatrick and Professor Houlihan, Computer Consultant

cc: Vice President Dillman
Tom Walsh, Director of Institutional Research
Vice President Deep

GF/b

PROPOSAL SUMMARY
(Executive Summary)

The primary purpose of this study is to assess the health needs of the total student population at Bridgewater State College in order to develop meaningful programs in health and fitness for the student body. A further intent of this study is to explore the multidimensional nature of health status as it relates to student achievement, self esteem and connectedness to an academic setting and, ultimately, reasons for separating, or remaining, at a specific college or university.

An extensive literature review was conducted and completed in February of 1985. A profile of students most likely to comprise the attrition group on college campuses nationally has been compiled. Data collection of the Bridgewater campus is currently focused on local qualitative information available including that which was provided at a March 6, 1985 Campus AAUP meeting on "Why Students Fail at Bridgewater".

In the Spring semester of 1984, after pilot testing, a survey instrument was mailed to 525 respondents, a group of study participants randomly selected from all strata of the Bridgewater State College study body. By September of 1984, after follow up mailings, 48% of the mailed questionnaires were returned.

Emphasis in data analysis will be on both data collected by survey and qualitative data as supplied at meetings such as the March 6, 1985 informational meeting. In addition to descriptive statistics and correlations, it is anticipated that a pathanalytic model will best provide answers to the research questions, a) Who are the students most likely to leave Bridgewater State College, 2) What are the reasons for the attrition rate for each level of student, c) What are the connections among social factors, health status, support programs at the college, student achievement and attrition, d) What programs might specifically enhance the likelihood that students will enjoy a sufficiently high level of quality of life to insure remaining at the college until graduation? Findings will be used to make recommendations for support program structure as well as further study.

Therefore, funding is requested as on the budget proposal page for the following: computer analyst consultation, data key punching, travel monies. Dr. Fitzpatrick will make a donation of time and services equal to that expenditure which is customarily invested in research consultants.

Proposed Budget "Campus Health and Its Implications for Quality of Life for Students at Bridgewater State College"

Data Keypunching - 249 cases
x2 cards per case
498 cards = $300.*

Computer Consultant Fees
Data/program development
Research design revisions
Strategies for data analysis including theoretical modelling, developing analytical path model or other appropriate regression model to fit data; transformations of equations as necessary
Computer time for data analysis
Development psychometric scales and revision on basis of coefficient alpha
Consultation on interpretations statistical analysis =
$30 per hour x 64 hrs. = $1,920.**

Travel Fees (not essential) .22 mi x 400 miles
(8 trips/roundtrip to BU computing center) = $88.

Inkind volunteer donation - Dr. Fitzpatrick = $5,000.***
120 hrs. x $50. (computed according to Dr. Fitzpatrick's minimum consulting fee $50./hr). Volunteer services donated.

*This sum is an approximate one after consultation with Myrtle Brown, data base management specialist.
**This sum arrived at after consultation with both Myrtle Brown and Professor John Houlihan, computer consultant.
***Value of donated hours - not requested payment.

Total sum requested $300 + $1920 + $88 = $2308.

APPENDIX TO PROPOSAL LETTER AND PROPOSAL

Dr. Genevieve Fitzpatrick

Campus Health Internship - 1st Summary Report . . . . . A

Final Report 1983-84 with Summary of Planning, Implementation . . . . B
Campus Health Survey

Progress Memo - January 1984 C
Campus Health Survey

Agenda - 1984 Meeting . . . . . D
Campus Health Project

Revised Instrument . . . . . E
Campus Health Survey

Summary Literature
Review meeting - February 20, 1985 . . . . . F

Vitas: Dr. Fitzpatrick
Professor Houlihan

# of responses = 50
from Great Hill = 35
from student apartments = 15

HEALTH SAVER QUESTIONNAIRE

We are conducting a study of student health education needs under the direction of Mrs. Judy Deep, Health Services Director, and Dr. Jean Fitzpatrick, assistant professor of health. In order to plan programs that best meet your health needs, we need your help!

Please complete this questionnaire.

Please help us devise programs. Do not sign your name or identify yourself in any way to assure your anonymity. Please complete only one questionnaire. Feel free to omit any questions you do not wish to answer. Your response will be used only to plan health education programs. If you have any questions feel free to contact Kathleen Daly, student intern, responsible for the survey, through Dr. Fitzpatrick at extension 2070.

Directions: Please check the items that best describe you.

	Great Hill	Apartments
1. I am male	42%	20%
female	58%	80%
2. My age		
17-20	100%	--
21-24	--	100%
25 +	--	--
3. I am a		
freshman	51%	0
sophomore	43%	5%
junior	6%	41%
senior	0	54%
4. I have	20%	37%
have not taken health courses.	80%	63%

If you check have, please specify below which ones.

Health Science	50%	72%
CPR	25%	8%
First Aid	12.5%	2%
Human Sexuality	12.5%	18%
5. I would	80%	97%
would not attend informal dormitory discussions held on my floor.	20%	3%

6. The subjects I would like to discuss are: (These are the ones asked for, ranked from highest frequency to least frequency)
   1. Human Sexuality Issues
   2. Drugs
   3. Proper Health Care
   4. Alcoholism
   5. Diet and exercise

(Same for both groups)

	Great Hill	Apartments
For question six, please rank in order of importance which topics you wish to discuss, starting with #1 for the most urgent.		
I would	43%	62%
would not	57%	38%
feel comfortable talking about certain subjects. (If so, please list these particular subjects.)		
I would	29%	22%
would not	71%	78%
hesitate to talk in front of anyone from the opposite sex.		

Rank in order of preference which discussion you would most like to participate in.

1. Human Sexuality
2. Drugs and Alcohol
3. Proper weight control and exercise

Same for both groups

Rank in order of preference which topic in Human Sexuality you would like to learn more about.

1. Making sexual decisions
2. Effective birth control
3. Sexually transmissable diseases

Same for both groups

Under the topic Drugs and Alcohol, list below subjects you would like to learn more about. (Rank in order of preference.)

GREAT HILL	APARTMENTS
1. Alcoholism	1. Abuse
2. Peer Pressure	2. Driving & drinking
3. Driving & drinking	

Under the topic Proper Weight Control, list below subjects you would like to learn more about. (Rank in order of preference.)

GREAT HILL	APARTMENTS
1. Diet & exercise	1. Diet & exercise
2. Aerobics	2. Aerobics
3. Weight lifting	

Please make any other comments about informal dormitory discussions in the space provided. Your suggestions and comments are most appreciated so that we may develop programs according to your expressed needs. Thank you.

Only two comments were received;

1. (Health) informal dormitory discussions were a good idea.
2. A nurse or doctor was requested to accompany the leader of the discussion.

The Commonwealth of Massachusetts
Bridgewater State College
Bridgewater 02324

January 30, 1984

Progress Memo: To all concerned

Subject: Health research projects;
1) Campus Health Survey
2) Study of attitude change in enrollees in advanced course in alcohol/smoking prevention education program partially funded by Massachusetts Department of Public Health

From: Dr. Genevieve Fitzpatrick, Assistant Professor of Health
Principal Investigator

This memo comes to inform you of our progress in two research studies of concern to your area of responsibility on the Bridgewater campus. The first, a Campus Health Survey, was conceived after preliminary discussion with and support from Vice President Deep. The survey is intended to provide data about health promotion and fitness needs of our student population. Data collected will be used to formulate suggestions relative to future health related programming suggested by the study's findings. To this end the following actions have been taken:

1) A December 1983 interview with Vice President Deep and campus interns, Linda Peffer and Catherine Fiander. Dr. Fitzpatrick made a preliminary revision of the instrument which is attached to this memo based on Vice President's input.

2) An information sharing meeting between the Director of Institutional Research, Mr. Walsh, and Dr. Fitzpatrick in January 1984.

3) A four hour evening meeting with 4 campus health interns who will act as research associates for research projects this semester was directed by Dr. Fitzpatrick on Thursday, January 26, 1984. At this meeting the theoretical framework of the study was discussed, tasks assigned and a strategy for implementation of the research design was formulated as follows:

   a. Field test of the instrument to be conducted by strata by Linda Peffer and Cass Fiander. Instruments for the field test will be distributed by Thursday, February 2. Field test analysis and final instrument revision to be accomplished by February 9. Meanwhile, interns Al Wernikoff and Vin Dodero will develop possible programs for the study and will meet with Dr. Fitzpatrick to plot a data analysis strategy.

Agenda Campus Health Intern
Research Associates Meetings
Wednesday, Feb. 22 1984
Thursday, Feb. 23 1984

I. Summary of 2 research projects and 1 course evaluation
   1. Funded alcohol/tobacco prevention course- 8 enrollees - pretest/posttest design - attitude change assessment
   2. Campus health survey - random sample total enrolled/matriculated (grad. school) for total 600 respondents
   3. Course evaluation - pretest/posttest HE 301

II. **Theoretical framework**
   A. Alcohol/tobacco prevention
      1. Knowledge most easily changed variable Knowledge, fact assimilation most of ten conveniently measured
      2. Attitudes most resistant to change, least frequently measured
      3. Attitudes informed of bias likely to affect classroom interactions between student/teacher
      4. Attitudes will be primary variables measured in this study

   B. Campus health survey
      1. Health transcends all academic boundaries
      2. Unmet health needs affect all areas of academic life
      3. A properly conducted survey of campus health needs will serve as an accurate basis for developing relevant health/fitness programs

   C. Use of standardized instrument in HE 301

III. Status report
   A. 1. Pretest data collected for dunded project evaluation on 8 subjects
      2. Master list with ID's to be generated
      3. Program to be made for statistical analysis
      4. Descriptive statistics/T-tests/Chi Squares to measure attitude change

   B. 1. Field test of instrument completed
      2. Timeline - Revised instrument to typist and all concerned by end of February. By 1st week in March mailing to all respondents
      3. Program to be made for statistical analysis. Discussion of hypotheses and possible analysis.

IV. Status report - literature reviews
   A. Tobacco, alcohol education - ERIC documents - see previous review done for case study Barnstable School System
      1. Attitudes toward alcohol/smoking
      2. Various alcohol/prevention programs as CASPAR
      3. Reports of teacher education programs

   B. Campus health survey
      1. Periodicals available in Maxwell Library for review
      2. School health, campus health surveys
      3. Abstracts, index medicus, statistical abstracts, periodical readers index

V. Wrap up, problems, discussion

VI. **Status report on logs.**

Final Report for Fall Semester Campus Health Education Student Internship
by Catherine Fiander and Linda Peffer, Student Interns academic year 1983-84

INTRODUCTION

Unlike previous reports, this report will reflect on the content of several meetings held in the Fall 1983 semester as the planning phase of a major campus health education needs survey to be implemented in the Spring 1984 semester.

SUMMARY OF PLANNING PHASE

Bridgewater State College is now enjoying an ongoing systematic growth pattern in respect to curriculum and a burgeoning student population. As with all planned expansion, the college is faced with a need to establish multiple data bases to meet the needs of a new and expanding community of student needs and interests. Health needs are unique in that they transcend the boundaries of all educational experience. In words, wellness, optimum health and a healthy lifestyle serve as an essential foundation to academic achievement. In a limited way, the campus student health internship has attempted to speak to health education needs on the Bridgewater Campus through a variety of programs such as participation in the professor in the dorms series through human sexuality seminars and through collaboration with various student organizations to bring expert speakers on campus or to assist with Project PARTY with a major focus on sensible use of alcohol. A main problem with this selective programming has been the lack of a substantive data base in respect to health education needs. Thus, over the course of several meetings with Dr. Fitzpatrick, the plan emerged for a Campus Health Education Needs Assessment which is representative of all the strata of students on campus. It was reasoned that a proper data base would be fundamental to implementation of new health promotion programming.

In the course of the Fall 1983 semester, the current student health interns met with Dr. Fitzpatrick to design a research instrument so as to effectively assess the health needs of the Bridgewater State College student population. At the end of the semester, Dr. Fitzpatrick and the student health interns met with Vice Presdient Deep who offered his support as well as critiquing this instrument prior to its revision. The revised instrument is appended to this report.

The 1984 Spring semester will begin with a pilot testing of the instrument by interns in a stratified manner representative of the undergraduate and graduate population. These students will be asked to complete and comment on the instrument. Following a summary of the data collected, the instrument will be mailed to a randomly selected sample of the student population at Bridgewater State College (520 mailed questionnaires).

By semester's end, Dr. Fitzpatrick and the student interns will have reported on the statistical findings of the data collected to facilitate implementation of future health programming.

CONCLUSION

In conclusion, we would be remiss in not thanking Vice President and Judy Deep for their continued support and guidance and to state that we are looking forward to a productive semester that will benefit Bridgewater State College and its student body.

December 21, 1982

Prepared by: Kathleen Daly and Dr. Genevieve Fitzpatrick

For: Mrs. Judy Deep, Director of Health Services, Bridgewater State College

Tasks Accomplished Fall Semester 1982

1. A health education survey was conducted. Respondents comprised dormitory students only. Of 150 questionnaires distributed, 50 were completed and returned for a response rate of30%. A summary of the questionnaire responses is attached to this report. In general, on the basis of the responses, it appears that programs to be planned for dormitories next semester should focus on the following topics:

    1. Human Sexuality (probably a question box format)
    2. Drugs and alcohol awareness (including tobacco)
    3. Diet, exercise, weight control

2. Dr. Fitzpatrick combined her responsibilities for the health education internship with her commitement to the Professors in the Dorms series on campus. Thus, two human sexuality question box evenings were conducted with the help of the student intern at Pope Hall and the Apartments in November, 1982. Both presentations were well attended and feedback was positive.

Proposed Plans for Spring 1983

1. Vice President Deep has been contacted and has given his support to a program in Human Sexuality to be conducted by Dr. Fitzpatrick and arranged by student interns early in the Spring Semester. The program will have a target population of sororities and fraternities on campus (considered a commuter population) with Alpha House, at their request, hosting the first program.

2. Student interns have volunteered as a community service to participate in two health education programs in January under the auspices of the Jewish Community Center of Brockton. This is deemed a worthwhile exposure for college and students who will be identified as interns in health education from B.S.C.
3. Student interns will collaborate with Student Union activities on alcohol and drug awareness(including smoking cigarettes)
4. Human Sexuality question boxes will continue in collaboration with the Professors in Dorms series with interns assuming the responsibility for such a program in Shea-Durgin Dormitory.

At this time, we wish to express our appreciation to Mrs. Judy Deep, who despite her own busy schedule has been supportive and sharing of her expertise as a Registered Nurse during the first semester of the campus health education internship.

Respectfully submitted,

Kathleen Daly, Student Intern
Genevieve Fitzpatrick, R.N.,Ph

Proposed Interns for Semester II (Spring) 1983 are:
Kathleen Daly*
Margaret Alexander*

* Internship description submitted to Registrar December, 1982

The Commonwealth of Massachusetts

Bridgewater State College

Bridgewater 02324

Dear Bridgewater State College Students:

A study is being conducted for the college by Dr. Genevieve Fitzpatrick, Assistant Professor of Health at Bridgewater State College with the help of campus health education interns, Linda Peffer and Cass Fiander. The purpose of this study is to assess the health needs of the total student population at the college in order to develop meaningful programs in health and fitness for all of you.

The enclosed survey form attempts to supply data about your program needs. We will use the information you supply only to generate programming in health promotion and fitness. You will be asked background on yourself such as health history and other questions about your own lifestyle. You may omit questions or decide not to participate without affecting your status as a student. You may discontinue participation in this study with no problem to you. This will be the only survey form you will receive so we do wish you will take a few minutes to answer.

Dr. Fitzpatrick will keep all information under lock and key. She will be happy to answer any questions you may have about the study. You may contact her by mail, Maxwell Library, Room 314 or by calling extension 2055.

If you wish us to publish survey results in Bridgewater Comment, we will be happy to do so. This report will consist of a simple tally of answers.

We hope you will take the time to complete this questionnaire so that we may look forward to programming health and fitness programs for Bridgewater State College that will truly meet expressed needs of our student population.

Please mail completed questionnaire in the envelope provided. Please DO NOT sign your name or identify yourself in any way on the questionnaire.

GF/b

The Commonwealth of Massachusetts

Bridgewater State College

Bridgewater 02324

Summary of literature review meeting held
Feb.20,1985 with Linda Peffer and Patricia O'Connell
Campus Health Interns from 7:30pm to 9:30 pm

Most primary sources, including an excellent doctoral dissertation from Austin Tx.(Loaned on microfilm from the source institution) have been thoroughly reviewed. In brief the following summary of literature review is quoted below.

"The primary purpose of this study is to assess the health needs of the total student population at Bridgewater State College in order to develop meaningful programs in health and fitness for the student body. A further intent of this study is to explore the multidimensional nature of health status as it relates to student achievement, self esteem and connectedness to an academic setting and, ultimately reasons for separating, or remaining, at a specific college or university.
A review of the literature was conducted in order to provide a national profile of college students in regard to health related problems, problems of maturation which affect health and programs available on college campuses that deal with these issues. In general, as might be expected with such a complex issue, minimal or weak explanations are retrieved from the literature. Most research focuses on unidimensional, or one aspect of health, explanations for behaviors in the college student population. Health intrudes into all aspects of life and it is one of this researcher's assumptions that health problems , or more subtle health status implications, may prove to be a partial explanation for attrition on college and university campuses..."

A report of an extensive literature search ensues and we are at this point still at a macro-level of analysis. To focus on more locally pertinent and available data , Dr. Fitzpatrick and Ms. O'Connell will attend the March 6, 1985 AAUP meeting to be held at 7:30pm in the Catholic Center where Dr. Madry-Taylor will report on reasons for attrition according to separation interview data derived from B.S.C. students.

cc: Dr. Dillman, Tom Walsh, dir.inst.research, Linda Peffer and Pat O'Connell, campus interns, and V.P.Deep

PART I - Directions: Fill in the blanks with information requested.
Place a check mark as needed in spaces provided.

1. I am male ☐

   female ☐

2. Marital status: Single ☐

   Separated ☐

   Married ☐

   Divorced ☐

   Widowed ☐

   Other (please specify below as in "living with someone") _____.

3. Number of your children (fill in exact number with '0' for none) ☐
   If no children, skip to #5.

4. Ages of your children (fill in ages in spaces provided).

   _____, _____, _____, _____, _____, _____, _____, _____, _____

   _____, _____, _____, _____, _____, _____, _____, _____, _____

5. I am head of household: Yes ☐ No ☐

6. My occupation is _____.

7. I am enrolled in degree program: Yes ☐ No ☐

8. My status is: Part time ☐

   Full time ☐

   Evening ☐

   Day ☐

   PCE Non-matriculated ☐

   Other (please specify) _____.

9. I am a: Freshman ☐

Sophomore ☐

Junior ☐

Senior ☐

Graduate ☐

PCE Non-matriculated ☐

Other (please specify) _____.

10. My major is _____.
If undeclared, please state.

11. I live on campus ☐

off campus ☐ (but not at home).

Other (please specify) _____.

12. If commuter, are you homeowner ☐

renter ☐

live with parents ☐

Other (please specify) _____.

13. During the school year, are you employed full time ☐

part time ☐

unemployed ☐

14. Income:

Less than 2,500	☐	15,000-19,999	☐
Less than 5,000	☐	20,000-24,999	☐
5,000-9,999	☐	25,000-29,999	☐
10,000-14,999	☐	30,000 or over	☐

15. Educational background of your immediate family.
(Please check off in Column A level of education.
Specify in Column B who received the diploma, degree, etc.)

The members of my family who have received:

	A	B
High school diploma	☐	_____.
Undergraduate degree	☐	_____.
Graduate degree	☐	124 _____.

16. I was raised in an area with a resident population of approximately: (Specify number of residents in space provided below).

_____.

Other (please specify as large city, etc.)_____.

17. a. I have taken: 0-2 /__/ 3-4 /__/ 5 or more /__/ health courses.

b. Please specify those taken below:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

18. a. I have /__/ have not /__/ read extensively about health related issues.

b. If yes, please specify types of materials read by checking any that apply below:

Professional Journals /__/

Non-professional Journals /__/

Books by professionals /__/

Books by non-professionals /__/

Newspapers /__/

Other (please specify - include any media, i.e. watching TV specials or listening to radio programs)

_____.

19. As a commuter I would ☐ would not ☐ be interested in a health related discussion group held on campus.

20. If so, please list below with the most important #1, specific topics you would like discussed:

1.

2.

3.

4.

5.

21. Would you like these discussions to be coed? Yes ☐ No ☐

22. As a commuter, the most convenient time would be:

Morning ☐

Afternoon ☐

Evening ☐

23. If it was made available, would you be interested in a one-to-one discussion with a health professional?

Yes ☐

No ☐

If yes, specify topics you might wish to discuss below?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

24. From the list below, rank order the topics which are of primary concern and interest for you. Assign number 1-12 with #1 being the most important topic and 12 the least important.

	Rank
Human Sexuality	_____
Drugs and Alcohol	_____
Proper Health Care	_____
Diet and Exercise	_____
Stress Management	_____
Smoking	_____

Please list any other issues of interest:

_____

_____

_____

_____

_____

_____

25. Do you presently carry health insurance? Yes ☐ No ☐

26. Please indicate agreement with the following statement:

"I would say I lead a healthy lifestyle."

- Strongly Agree ☐
- Agree ☐
- Neither agree or disagree ☐
- Disagree ☐
- Strongly Disagree ☐

27. I define a healthy lifestyle in the following way:

28. a. Have you or any members of your family had any health problems that are serious enough to require medical attention?

No ☐ Yes ☐

b. If yes, please specify below who had the problem (state 'self' if you had the problem) and the nature of the problem.

29. a. Within the past six (6) months, have you experienced a death in your family?

No ☐ Yes ☐

b. Within the past six (6) months have you experienced any severe losses (financial, etc., breakup with companion, etc.)?

No ☐ Yes ☐

PART II - The following check list is designed to help you identify current health habits. For each statement, please indicate agreement or disagreement by placing a check mark (✓) in the appropriate box. If you check Box A, you agree. If you check Box D, you disagree.

		D	A
30.	I usually get adequate sleep.	☐	☐
31.	My diet is nutritionally sound.	☐	☐
32.	I exercise at least three (3) times per week for one half (½) hour.	☐	☐
33.	I have ample time for relaxation.	☐	☐
34.	I take advantage of relaxation time.	☐	☐
35.	I never cram for exams.	☐	☐
36.	I cope effectively with most stresses in life.	☐	☐
37.	Given a choice, I prefer over-the-counter drugs for headache, minor aches and pains, or other symptoms not medically significant.	☐	☐
38.	I use recreational drugs in moderation. (For example, marijuana, cocaine and LSD are classified as recreational drugs).	☐	☐
39.	I confine my use of alcohol to an occasional drink or two.	☐	☐
40.	I would never drink and drive.	☐	☐
41.	I never drink alcohol without eating.	☐	☐
42.	I think I can enjoy a party where alcohol is not present.	☐	☐
43.	I drink less than 3 cups of coffee a day.	☐	☐
44.	I take vitamins daily.	☐	☐
45.	I do not have a weight problem - that is, I am not under or overweight. (Please note that 15 lbs. under or over what weight charts say you should weigh are not significant).	☐	☐
46.	I have not had to see a doctor for anything other than routine check ups in the past year.	☐	☐

47. If yes, please indicate below what medical conditions have led you to consult a physician in the past.

48. We know that we have not covered all of your health habits. So, would you please share below any of your health habits that you would like us to consider in planning health and fitness programs for you.

49. Would you like us to publish the results of this survey in the Bridgewater Comment?

Yes ☐ No ☐

CODE BOOK

Campus Health Survey

Total # columns used = 159 on 2 cards
# of columns available for additional information on card 1 = 0
# of columns availabe for additional information on card #2 = 21

CARD #1

Item #	Description	Code	Columns
No no.	ID #	0-600 999 missing	1,2,3
No no.	Age	Exact Age	4,5
1	Sex	M=1 F=2	6
2	Marital Status	Single=1 Separated=2 Married=3 Divorced=4 Widowed=5 Other=7 Missing=9	7
3	No. of Children	Exact #1-8 9=missing	8
4	Ages of Children	Missing=9	
	Age Child #1	Age #1=01-30 Exact	9,10
	Age Child #2	Age #2=01-30 Exact	11,12
	Age Child #3	Age #3=01-30 Exact	13,14
	Age Child #4	Age #4=01-30 Exact	15,16
	Age Child #5	Age #5=01-30 Exact	17,18
	Age Child #6	Age #6=01-30 Exact	19,20
5	Head of Household	1=yes 2=no 9=missing	21
6	Occupation	1=f.t. student 2=f.t. professional 3=p.t. student 4=p.t. professional 5=other 9=missing	22
7	Enrolled in Degree Program	Yes=1 No=2 Missing=9	23
8	Enrollment Status	Part time=1 Full time=2 Evening=3 Day=4 PCE Nonmatriculated=5 PCE matriculated=6 Other=7 Missing=9	24

Item #	Description	Code	Columns
9	Level of Enrollment	Freshman=1 Sophomore=2 Junior=3 Senior=4 Graduate=5 PCE Non matriculated=6 Other=7 Missing=9	25
10	Major	Behavioral Sciences Soc=01 Psych=02 Anth=03 Social Work=4 Aviation Science=05 Management Science=06 Physical Education=07 Biology=8 Earth Science/Geo=09 Math=10 Religious Studies=11 Philosophy=12 Communications=13 Theater Arts=14 Speech Pathology=15 Elementary Ed=16 Education=17 Graduate Program=18 Political Science=19 Other=20 Missing=99	26, 27
11	Concentration for Program for Continuing Ed Students	Yes=1 No=2 Missing=9	28
12	Residence	On campus=1 Off campus=2 (not at home) At home, commuter=3 Other=4 Missing=9	29
13	Commuter Home Ownership Status	Homeowner=1 Renter=2 Live with parents=3 Live with others=4 Other=5 Missing=9	30
14	Employment During School Year	Full time=1 Part time=2 Unemployed=3 Missing=9	31,32

Item #	Description	Code	Columns
15	Income	Less than 2500=1 Less than 5000=2 5000-9999=3 10,000-14,999=4 15,000-19,999=5 20,000-24,999=6 25,000-29,999=7 30,000 or over=8 Missing=9	33
16	Exact # of Hours Worked Per Week	Exact # hrs worked= 00-60	34,35

17	Cumulative Gradepoint average Exact	Exact # stated=00-4.0
		Missing=99
			36,37

18	Exact # of courses presently taking	Exact # stated=0-8
		Missing=9
			38

19	Participation in Student Organizations Exact #	Exact #=0-8 Missing=9	39
20	Highest level of Educaction of Parents	Highest level-Mother El. school=1 H. school=2 College no degree=3 College assoc deg=4 College bach deg=5 Graduate level=6 Post grad. level=7 Missing=9	40
		Highest level-Father El school=1 H. school=2 College no degree=3 College assoc deg=4 College bach deg=5 Graduate level=6 Postgrad. level=7 Missing=9	41
20	Highest level of Education-Spouse	Highest level-husband El school=1 High school=2 Coll. no degree=3 Coll. assoc. degree=4 Coll. bach. degree=5 Graduate level=6 Post grad. level=7 Missing=9	42

Item #	Description	Code	
Item #			
20	Highest level Education spouse	Highest level Ed-wife El Sch=1 H. Sch=2 Coll no degree=3 Coll assoc degree=4 Coll bach deg=5 Graduate level=6 Post Grad level=7 Missing=9	43
21	Raised in area with population of	Pop. up to 15,000=1 15,000-30,000=2 31,000-50,000=3 51,000-100,000=4 Over 100,000=5 Missing=9	44
22a	# of health courses taken	# health courses: 0-2=1 3-4=2 5 or more=3 Missing=9	45
22b	Names of health courses taken	Names health courses Health Science=1 or other Human Sex=2 Environmental=3 Community=4 Thanatology=5 Current Issues=6 Drugs=7 Other=8 Missing=9	46
23a	Reading extensively about health	Have read extensively about health Yes=1 No=2 Missing=9	47
23b	Specify materials read	Missing=9 Prof journals=1 Non prof journals=2 Missing=9 Books by prof.=3 Missing=9 Books by nonprof=4 Missing=9 Newspapers=5 Missing=9 Other: TV media=6 Missing=9 Radio=7 Missing=9 Other media=8 Missing=9	48 49 50 51 52 53 54 55

Item #	Description	Code	Columns
24	Commuter interested in health discussion group membership	Yes=1 No=2 Missing=9	56
25	Specific topics requested for discussion	Topics #1-5 requested For each topic requested 1=sexuality related 2=drug related 3=fitness,physical ed. related 4=emotional/psych. 5=stress reduction help 6=study habit/school related help 7=coping skills help 8=need for some support group 9=missing	Topic 1 57 Topic 2 58 Topic 3 59 Topic 4 60 Topic 5 61
26	Should discussions be coed?	Yes=1 No=2 Missing=9	62
27	Most convenient times for commuters	AM/morning=1 Afternoon=2 Evening=3 Missing=9	63
28a	Interest in 1-1 discussion with health professional	Yes=1 No=2 Missing=9	64
28b	Specific topics requested for discussion	Topics 1-8 coding as follows: Sexuality related=1 Drug related=2 Fitness, phys ed. related=3 Emot/psychological=4 Stress reduction help =5 Study habit/school related=6 Coping skills help=7 Need support group of some kind-8 Missing=9	65, 66, 67, 68 69, 70, 71, 72

For #29 see card #2 columns 43-59

73- put "9" in for missing data

Item #	Description	Code	Columns
30	Covered by health insurance	Yes=1 No=2 Missing=9	74
31	I would say I lead a healthy lifestyle	Strongly agree=5 Agree=4 Neither agree or disagree=3 Strongly disagree=1 Missing=9	75 76
32	Definition of healthy lifestyle	Definition includes physical only=1 Definition includes emotional only=2 Definition includes emotional & phy=3 Definition includes "wellness"=4 Definition includes term prevention=5 Definition says absence of disease=6 Definition says wholistic=7 Definition says other=8 Missing=9	77
33a	Members of family with health problems requiring medical attention	Yes=1 No=2 Missing=9	78
33b	Member of family with problem	Spouse=1 Child=2 Self=3 Father=4 Mother=5 Aunt/Uncle=6 Cousins=7 Other=8 Missing=9	79
		END OF CARD #1=1	80

CARD #2

Item	Description	Code	Columns
ID#	025-600 Identification code	025-600	1-3
33c	Nature of problem	Physical-noncancer =2 Cancer=2 Physical-chronic=3 Physical-cardiovasc=4 Physical respiratory=5 Physical/accident=6 Emotional/psycho=7 Other disorder=8 Missing=9	4
34a	Death in family in last 6 months	Yes=1 No=2 Missing=9	5
34b	Other severe losses in last 6 mos	Yes=1 No=2 Missing=9	6
35	Adequate sleep	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	7
36	Rarely trouble sleeping	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	8
37	Diet nutritionally sound	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	9
38.	Rarely depressed	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	10
39	Ample time to relax	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	11
40	Generally an optimist	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	12
41	Take advantage relax time	SD=1 D=2 ND/A=3 A=4 SA=4 NA=6 Missing=9	13
42	Never cram for exams	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	14
43	Often difficulty concentrating	SD=1 D=2 ND/A=3 A=4 SA=4 NA=6 Missing=9	15

Item #	Description	Code	Columns
44	Cope effectively	SD=1 D=2 ND/A=3 A=4 SA=5 NA/6 Missing=9	16
45	Religion helps to cope	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing	17
46	Rarely difficulty solving problems	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	18
47	Prefer OTC drugs for health problems	SD=1 D=2 ND/A=3 A=4 SA=5 NA/a=6 Missing=9	19
48	Family life a strain on schoolwork	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	20
49	Use recreational drugs	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	21
50	Use alcohol moderately	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	22
51	Not unhappy for prolonged periods	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	23
52	Never drink and drive	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	24
53	Never drink without eating	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	25
54	Have a positive self image	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	26
55	Can enjoy party without alcohol	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	27
56	Get along well with others	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	28
57	Drink less than 3 cups coffee per day	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	29
58	Take vitamins daily	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	30

Item	Description	Code	Columns
59	Crisis is opportunity	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	31
60	No weight problem	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	32
61	Difficult to cope with family/school responsibilities	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	33
62	Conflict in role as spouse/parent and student	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	34
63	Saw dr. for routine checks only	SD=1 D=2 ND/A=3 A=4 SA=5 NA=6 Missing=9	35
64	Medical conditions for which consulted dr.	Physical=1 Emotional 2 Disabled student 3 Missing=9	36
65	Other health habits that need addressed	Item 1,2,3 Fitness=1 Sexuality=2 Drug use=3 Emotional=4 Career Counselling=5 Physical=6 General health=7 Other=8 Missing=9	Item 1 37 Item 2 38 Item 3 39
66	Publish results of survey in Bridgewater Comment	Yes=1 No=2 Missing=9	40
67	Failed out of school since survey taken	Yes=1 No=2 Missing=9	41
68	Left school for reason other than failure since survey taken	Yes=1 No=2 Missing=9	42
29 Sex = 1 and 2 for this item cols 43 - 58	Topics of most importance Sexuality/related ranked 1,2,3 = 01 " " " 4,5,6 = 02 Drugs/alcohol ranked 1,2,3 = 03 " 4,5,6 = 04 Proper healthcare ranked 1,2,3 = 05 " 4,5,6 = 06 Diet/exercise ranked 1,2,3 = 07 " 4,5,6 = 08 Stress mgt ranked 1,2,3 = 10 " 4,5,6 = 11 Smoking ranked 1,2,3 = 12 4,5,6 = 13	Topics 1-7 "other" coding as follows Sexuality related Drugs and alcohol Proper health care Diet and exercise Stress mgt=5 Smoking=6 Other issues of interest=14 Nutrition under other issues=15 Missing=99	(Acad Ab columns) Sex = 43, 44 Drugs = 45, 46 Phys Hlth 47 48 Diet/Exercise = 49, 50 Stress mgt = 51, 52 Smoking = 53, 54 Other issues = 55, 56 Nutrition = 57, 58 Missing = (59)
69	End of Card #2	End of Card #2=2	80

Bridgewater Alumni Association

Bridgewater State College
Bridgewater, Massachusetts 02324

May 11, 1985

(617) 697-1287

Dr. Genevieve Fitzpatrick
H.P.E.R. Department
Kelly Gym

Dear Jean:

This is your official notice of being awarded a grant from the Bridgewater Alumni Association.

Congratulations!

Very truly yours,

Philip A. Conroy, Jr.
Director, Alumni Relations

PAC/mpf

The Commonwealth of Massachusetts
Bridgewater State College
Bridgewater 02324

May 1, 1985

Office of Alumni Relations
697-1287

Dr. Genevieve Fitzpatrick
H.P.E.R. Department
Kelly Gym

Dear Jean,

It is my pleasure to inform you, on behalf of President John W. Jones and the Alumni Association Executive Board, that your project, Campus Health and Its Implications for the Quality of Life for Students at B.S.C., has been selected for funding by the Bridgewater Alumni Association. The Executive Board of the Alumni Association was very pleased with the quality and quantity of proposals submitted for consideration. Your project is one of eleven selected for funding. The public announcement of the awards will be made at the 143rd Annual Meeting of the Bridgewater Alumni Association on Saturday, May 11, 1985 at 10:30 a.m. in Horace Mann Auditorium, Boyden Hall. Your presence is requested at this meeting to receive your official award letter.

The total amount of your award is $2,308.00. It will be necessary to work out the details of how your project is to be carried out and determine the best method for expediting the funding of the project. I would like to speak with you in the very near future to make the necessary arrangements. In some cases the Executive Board has made additional conditions on the final receipt of funding. Please call Mary Freeman in the Alumni Relations Office to arrange a convenient time to discuss your project with me.

I would also like to extend my personal congratulations on the merits of your proposal. In addition, let me convey to you the excitement that the alumni of the College feel in knowing that they are making significant contributions to the quality of life here at Bridgewater through projects such as yours.

I am looking forward to meeting with you in the very near future.

Very truly yours,

Philip A. Conroy, Jr.
Director, Alumni Relations

VITAE

VITA

NAME: Genevieve A. Fitzpatrick

POSITION: Professor of Health, Health Promotion Coordinator

EDUCATIONAL BACKGROUND

Ph.D.	1982	Boston University Graduate School, Dept. of Sociology
M.S.	1972	Boston College, Graduate School of Arts & Sciences Department of Nursing
B.S.	1956	Boston College School of Nursing, Cum Laude
Diploma	1953	Massachusetts General Hospital School of Nursing

PROFESSIONAL EXPERIENCE

1987-present	Professor of Health with tenure, Bridgewater State College, member graduate/undergraduate faculty, Bridgewater, MA
1985-87	Associate Professor of Health, Bridgewater State College, member graduate/undergraduate faculty, Bridgewater, MA
1981-85	Assistant Professor of Health, Bridgewater State College, member graduate/undergraduate faculty, Bridgewater, MA
1977-81	Assistant Professor, Curry College Division of Nursing Milton, MA
1972-77	Instructor, advanced medical/surgical/psychiatric nursing Newton Wellesley Hospital School of Nursing Newton Lower Falls, MA
1968-70	Director Professional Education and Service, Nurse Consultant American Cancer Society, Massachusetts Division, Inc. Boston, MA
1961-62	Senior Instructor Medical/Surgical Nursing, McLean Hospital School of Nursing, Belmont, MA
1957-61	Instructor Fundamentals of Nursing and Gynecological Nursing Massachusetts General Hospital School of Nursing, Boston, MA
1956-57	Clinical Teaching Intern, Massachusetts General Hospital School of Nursing, Boston, MA
1953-54	Staff Nurse, Operating Room, Massachusetts General Hospital Boston, MA

Numerous part-time faculty appointments in nursing, health, sociology in schools, colleges, prison programs from 1956 to present.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

1985-present	Founder member International Council Prison Medical Services (representative of U.S. organization which includes 14 member countries)
1982-present	Appointed by State of Massachusetts Board of Higher Education to serve on accrediting teams in health for college and university programs seeking accreditation of programs.
1972-present	Sigma Theta Tau, National Honor Society Nursing, listed in International Directory of Nurse Researchers
1984-present	Member Alpha Chi Chapter Sigma Theta Tau University of Massachusetts, Boston, MA
1981-present	Massachusetts Public Health Association
1970-present	American Cancer Society, Mass. Div. Inc., Member of New England Volunteer Speakers Bureau in Oncology, former Medical Vice president, Brockton Unit
1980-present	Member Massachusetts Cancer Nurses Network
1986-present	American Heart Association, member youth heart health faculty
1980-present	Massachusetts Council on Prison Education, Inc., Executive Board member, former clerk of corporation, founding member of corporation
1970-present	American Red Cross Nurse - 5 year volunteer service award
1982-present	American Correctional Association
1983-present	Correctional Association of Massachusetts
1984-present	Massachusetts Association Consumer Health Education
1984-present	New England Health Educators Association
1985-present	New England Public Health Association
1983-1985	Vice President-elect Mass. Association Physical Education, Health, Recreation Dance (M.A.P.H.E.R.D.)
1984-present	Greater Boston Association for Retarded Citizens
1982-present	Massachusetts Sociological Association
1986-present	National Organization for Women
1982-present	Women's Graduate Club Boston University

RESEARCH FUNDED AND PUBLISHED

1986-88 "Project Taking Charge"
Funded by Boston Chamber Commerce, Mass. Secretary of State Office and Bridgewater State College
Purpose: to evaluate the effectiveness of a collaborative student/teacher drug education prevention program.

1987-88 Coproject director with Dr. Virginia Hogg AHEC funded "Health Promotion Center Grant"
Purpose: Planning and development of an interdisciplinary Health Promotion Center

1986-87 Coproject director with Dr. Virginia Hogg AHEC funded Health Promotion Grants
Purpose: to determine the status of health promotion in Southeastern Massachusetts and to determine manpower needs of business and industry related to the area of health.

1986 "Campus Health and Its Implications for Quality of Life"
Funded by Bridgewater State College Alumni Association
Purpose: To conduct exploratory survey research on issues of quality of life and health as they affect Bridgewater State College students.

1985 "Effectiveness of an Alcohol Education Program: A Case Study"
ERIC Doc. #249-191. Funded by Barnstable School system
Purpose: to evaluate effectiveness of Public School based alcohol education program.

1982,84,85 Evaluations of 3 alcohol/tobacco drug prevention education programs. Funded by M.D.P.H.
Purpose: to train teachers in various alcohol/tobacco use prevention techniques (courses funded: He 581, He 582, He 583)

1982 "Evaluation of a prison based health promotion program."
Partial funding: Boston University Graduate School
Purpose: to determine the organizational feasibility of self-help health promotion program in a maximum security prison.

1972 "Evaluation of the effectiveness of public education programs in Breast Self-Examination"with Aho et al. Funded by American Cancer Society, Ma. Div. Inc.
Purpose: to determine effectiveness of public education Breast Self Examination programs in Massachusetts

PUBLICATIONS: PERIODICALS/BOOK CONTRIBUTIONS

Fitzpatrick, Genevieve. "Living at Bridgewater State College: The Drug Scene." Bridgewater Review, November 1987, 26-28

Fitzpatrick, Genevieve. "Creatively Engaging learnersin the Human Sexuality Classroom." Proceedings of Eastern Regional Conference Scientific Study of Sex Society, 1986

PUBLICATIONS: PERIODICALS/BOOK CONTRIBUTIONS (continued)

Fitzpatrick, Genevieve. "Effective Evaluation of Prison Health Programs" in Proceedings of 2nd International Congress on Prison Health Care. 1984

Fitzpatrick, Genevieve. "Effectiveness of an Alcohol Education Program: A Case Study." ERIC Document #249-191, 1985.

Fitzpatrick, Genevieve. "Fluid and Electrolyte Problems" Chapter in Saperstein, Arlyne Introduction to Nursing Practice F.A. Davis: 1980.

Fitzpatrick, Genevieve. Major contributor, sole author 3 chapters and co-author 3 chapters in Brooks, Stewart, ed. Little Brown Review of Nursing: 1978.

Fitzpatrick Genevieve, with coauthor Tamara Bethel. Several cancer columns for nurses as contributing editor, Journal of Nursing Care, 1974-79

Fitzpatrick, Genevieve. "Sexuality Issues After Gynecological Surgery," Journal of Nursing Care, 1977.

Fitzpatrick, Genevieve. "Human Sexuality in the Nursing Curriculum," Journal of Nursing Care, 1977.

Fitzpatrick, Genevieve. "Caring for the Patient with Cancer of the Breast," Journal of Nursing Care, 1976.

Fitzpatrick, Genevieve. "Caring for the Patient with Cancer of the Cervix," Journal of Nursing Care, 1976.

Fitzpatrick, Genevieve. "Caring, Sharing and Coordination," Journal of Nursing Care, 1976.

Fitzpatrick Genevieve. "Cancer Detection: A Nursing Responsibility," Journal of Nursing Care, 1975

Fitzpatrick, Genevieve. "Caring for the Patient with Cancer of the Breast." Bedside Nurse, 1970.

Fitzpatrick, Genevieve. "Caring for the Patient with Cancer of the Cervix," Bedside Nurse, 1970.

Fitzpatrick, Genevieve. "LPN Cancer Seminars in Massachusetts." Bedside Nurse, 1969.

Fitzpatrick, Genevieve. with Shotkin, Jane, "Pelvic Perfusion." American Journal of Nursing, 1961.

Fitzpatrick, Genevieve. "Radiation Therapy for Cancer of the Cervix." American Journal of Nursing, 1959.

PUBLICATIONS: BOOKS

Fitzpatrick, Genevieve. Campus Quality of Life and Health at State College. Bridgewater State College Alumni Assoc.: 1986

Fitzpatrick, Genevieve. What's a Nice Program Like You Doing in a Place Like This: Organizational/Conflict and Management in Maximum Security Prison. Univ. Microforms Int: 1982.

Fitzpatrick, Genevieve. Caring For the Cancer Patient N.Y.: Duall, 1971.

Fitzpatrick, Genevieve. Gynecological Nursing. N.Y.: Nurses Book Society, 1968.

Fitzpatrick, Genevieve. Gynecological Nursing. N.Y.: Macmillan, 1965.

PRESENTATIONS

"Stress and Coping" for O.A.S.I.S. (Older Student Organization) Bridgewater State College, December 1987.

"Creativity, Imagination and Learning" Workshop and lecture conducted at Bridgewater State College for Faculty Lecture Series sponsored by Student Program Committee, campus center, September, 1987.

"Dialogues in Health Promotion: AIDS: Issues and answers," 50th anniversary celebration of HPER Dept. at Bridgewater State College, campus center, October 1987.

"Human Sexuality: issues and answers: Love and Sex," Workshop presented as part of faculty lecture series in dormitories at Bridgewater State College, Pope Hall, October 1987.

"Relationships" freshman orientation lecture, Bridgewater State College campus center, 1987.

"Human Sexuality Dialogue" Professor in the dorms. Lecture and dialogue at Shea-Durgin Domitory, Bridgewater State College, Sept. 1987.

"Sex or Love: Creatively Engaging learners in the Human Sexuality Classroom." Paper and workshop presented at the Eastern Regional Conference Scientific Study of Sex Society Philadelphia, PA, April, 1986.

"Human Sexuality Issues: Sex and Love" Workshops and lectures, one at Bridgewater State College as part of faculty lecture series and one at Stonehill College as invited visiting faculty lecturer, February 1985 at Bridgewater State College and Spring, 1985 semester at Stonehill College.

"Politics, Power and Organizational Analysis." Paper and workshop presented under sponsorship of Mass. Dept. Public Health at C.O.H.E.S. Convention, Holy Cross College, 1983.

"Effective Evaluation of Prison Health Programs," paper and workshop presented at 2nd International Congress on Prison Health Care, Ottawa, Canada, 1983.

PRESENTATIONS (continued)

"Human Sexuality Dialogues" as part of professor in the dorms series at Bridgewater State College at Pope Hall, Shea Durgan Hall 1981, 1982, 1983.

"Human Sexuality-Issues and Answers" presentation for combined on campus sororities and fraternities, 1982.

"Human Sexuality Issues in Prisons," a lecture series for Mass. Dept. of Corrections conducted at M.C.I., Walpole (now known as Cedar Junction) a maximum security prison, Sept. - January, 1982.

"Adolescent Sexuality," major speaker. Convention of Catholic Women Archdiocese, Fall River, March 1982.

"Breast Cancer," with Blake Cady, M.D. a special presentation for the Bridgewater State College P.E. and Health student organization, April 1982.

"Conducting Research in a Maximum Security Prison." Doctoral Dissertation Seminar presented at Boston University for the Center for Applied Social Sciences, 1982.

"Sociological Aspects of Health Care,"Twoguest lecture presentations in Medical Sociology and Social Work course at Curry College, Milton, MA 1984-5

Preceptor Biomedical Ethics undergraduate forum student presentation on "Self-Image and Self Esteem Needs of Hospitalized Patients," Spring 1979, Boston College.

"Sociological Analysis of Unnecessary Surgery in the United States." Biomedical Ethics Forum of New England. Newton Wellesley Hospital, Usen Auditorium, 1978.

"Nursing Process and the POMR," Center for lifelong learning, Curry College, Milton, MA 1978.

"Stress & Coping," Sigma Theta, Tau, annual conference, Boston College, 1978.

"Breast Cancer, the Nurses Role," inservice education presentation. Newton Wellesley Hospital, 1977.

1968-1977 major speaker on health promotion issues for Army, Navy, American Cancer Society, public school sponsored programs in drug abuse, human sexuality and thanatology.

PROFESSIONAL RELATED COMMUNITY SERVICE

Since 1985 - guest lecturer, speaker on health promotion issues such as stress and coping, drug abuse prevention, for Bridgewater Lionesses, Leos, Lions and Scotland Women's Club.

Since 1980 - advisory board member on drug education Stoughton School system.

PROFESSIONAL RELATED COMMUNITY SERVICE (continued)

1987-8 Volunteer Evaluation for Bridgewater School System on effectiveness school based drug education programs.

Since 1970 - Member speakers bureau American Cancer Society Mass. Div., Inc.

Since 1968 - American Red Cross Nurse.

Since 1983 - Member Athletes vs. M.S. participant in road races as pledge runner for M.S. Society.

Since 1980 - Volunteer faculty prisoner education programs in Massachusetts participant prisoner advocacy programs.

1987-8 - Human sexuality series volunteer coordinator for female juvenile offenders sponsored by probation department Brockton District Court

1987-8 - Guest volunteer speaker for volunteer probation officers association, Brockton District Court on Health promotion issues.

Since 1981 - Executive Board advisor for Ma. Council on Prison Education.

1985-6 - Executive Board volunteer for Pathway to Health Resource Center.

Since 1980 - Guest speaker on Women's issues in Women's studies courses. Most recent presentation at our Lady of Sorrows renewal week on "Women's Role in the Church."

AWARDS/HONORS

Founder Member Award, International Council of Prison Medical Services, February 1987.

Volunteer Certificate Appreciation, Paul A. Dever School, Taunton, MA 1986, 1987.

Volunteer Certificate of Appreciation Lionesses of Bridgewater 1985, 1986.

Distinguished Service Award 1984 Bridgewater State College

American Red Cross Nurse Service Award and pin, 1986.

United States Public Health Service Fellowship for Master of Science Program in Public Health, Boston College, 1970-1972.

Rucco Ryan Award and Medal for outstanding 1956 Boston College School of Nursing graduate who demonstrates excellence in Scholarship, extra-curricular activities and leadership

INVOLVEMENT IN WOMEN'S EQUITY ISSUES

1982 - present	Member affirmative action committee M.S.C.A. Bridgewater Chapter.
1982 - present	Member Women's Caucus. Bridgewater State College
1985 - present	Guest lecturer women's studies interdisciplinary course offerings at Bridgewater State College.
1986-198?	Present coordinator of human sexuality seminars for female juvenile offenders - Brockton District Court.
1987 - present	Evaluator, advisory board member in health promotion issues/programing for female inmates residing in forensic unit at Cambridge City Hospital.
1985 - present	Guest lecturer organizational and women's issues social work department.
1987 - present	Women support group Our Lady of Sorrows Church.
1972 - present	Guest lecturer on women's issues and human sexuality as a community service volunteer for a variety of women's organizations and clubs.

RESUME

Personal Data

Name: John Joseph Houlihan

Address: (home) 12 Springer St., Apt. 3
Boston, Massachusetts 02127

(work) Academic Computing Center
Boston University
111 Cummington Street
Boston, Massachusetts 02215

Telephone: (home) (617) 268-3283
(work) (617) 353-2780

Education

1986 — Ph.D. Psychology
Boston University, Boston, Massachusetts.

1974 to 1976 — M.A. Boston University, Department of Psychology, Boston, Massachusetts.

1960 to 1963 — B.A. St. Edward's University, Austin, Texas.

Awards and Honors

1974 to 1978 — Teaching Fellowship (graduate), Boston University Department of Psychology, Boston, Massachusetts.

1963 — Graduated maxima cum laude, St. Edward's University.

1963 — Valedictorian, graduating class, St. Edward's University.

1961 to 1963 — Member, Alpha Chi National Honor Society.

Teaching Experience

1981 to present	Lecturer in Statistics: College of Management, University of Massachusetts, Boston.
1984 to present	Lecturer in Statistics: School of Management, Boston University.
1982 to 1983	Adjunct Assistant Professor: School of Social Work, Boston University
1980 to 1981	Lecturer in Statistics: Department of Economics, Tufts University
1979 to 1982	Lecturer in Probability and Statistics: College of Engineering, Boston University.
1978 to 1979	Lecturer in Personality Psychology and Introductory Psychology:Walpole Prison, Norfolk Prison and Bay State Correctional Center. University of Massachusetts Prisons Program.
1976 to 1978	Lecturer in Personality Psychology, Boston University.
1974 to 1975	Lecturer in Statistics, Stonehill College, Easton, Massachusetts.
1974 to 1975	Teaching Assistant in Personality Psychology, Boston University.
1966 to 1973	Mathamatics teacher, St. Leo's College, Fort Portal, Uganda. Employer: Ministry of Education, Uganda Government.
1963 to 1965	Mathamatics teacher, Bishop Hendricken High School, Warwick, Rhode Island.